



**SCOTTISH EXECUTIVE**

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## **IMPROVING SCHOOL LEADERSHIP**

### **OECD BACKGROUND REPORT: SCOTLAND**

**March 2007**

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## **NOTE**

The Country Background Report (CBR) for Scotland has been prepared as part of the OECD Activity, 'Improving School Leadership'. Country Background reports are being prepared by all twenty-two countries participating in the project, to be used in a common Analytic Review.

This report was prepared by the Scottish Executive Education Department (SEED) in response to guidelines provided to all participating countries. The guidelines encouraged the authors to canvass a breadth of views and priorities on school leadership issues. The opinions expressed are not necessarily those of SEED, the OECD or its Member countries.

The CBR is intended for three main audiences: the Secretariat and other countries participating in the Activity; those interested in school leadership policy within Scotland; and those interested in school leadership policy at international level.

SEED is grateful for the views and information submitted by a wide range of stakeholders in the education system. The stakeholders that contributed are listed in Appendix 1.

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## EXECUTIVE SUMMARY

Since 1999, the Scottish Executive has invested heavily in education to rebuild the foundations for a successful school system.

The importance the Scottish Executive attaches to school leadership and the development of leadership capacity is reflected in a series of documents and frameworks for guidance that have been developed in recent years from HMIE's *Improving Leadership in Scottish Schools* to the Scottish Executive's *CPD for Educational Leaders*. These sit within the broader context of an ongoing dialogue about ambitions for Scottish education instigated in the National Debate and the significant educational developments, initiatives and reforms set out in *Ambitious, Excellent Schools* and *A Curriculum for Excellence*.

The Scottish Executive sees the role of leadership in schools and the wider educational community growing in importance. Increasingly effective leadership is understood as being about more than the actions, beliefs or qualities of a single individual and includes the contribution many people make to leadership. This raises important questions of how to identify and develop the leadership capacities and dynamics which contribute to successful schools and which are needed for the future. The objective the Scottish Executive has in developing leadership is to help achieve the aspiration that all children and young people 'develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors to society' and to assist schools in their leadership work, not add to their workload. It is accepted that all teachers daily provide leadership within their classrooms and contribute to educational leadership within their schools through professional dialogue, discussion, research, sharing of ideas, critical reflection, and sharing of practice whether through formal management structures or through less formal contact, discussion and observation. Within this context the leadership and management roles specific to headteachers have required reconsideration.

There is a growing consensus within Scotland about the methods and approaches which contribute to effective educational leadership development. The broad programme aims to promote, support and further develop approaches which contribute to a general strengthening of leadership development such as: collaborative networks which focus on the development of practice, problem solving and shared learning; coaching and mentoring opportunities; opportunities to step back, review, reflect and develop personal leadership practice and learn from practice in other educational systems and in other organisational contexts; formal programmes and frameworks designed to support progression and career development for education professionals; research projects which contribute new learning; seminars, master classes, conference and speaker programmes which provide access to thought leadership and leading practice.

## CHAPTER 1: THE NATIONAL CONTEXT OF SCHOOLING

### 1.1 Political, economic and socio-cultural background

#### *Political background*

- 1.1.1. On 1 July 1999 a new Scottish Parliament and Executive were established with legislative and executive responsibility for a wide range of devolved matters, including education and training. The Scottish population elects members to both the UK and the Scottish parliaments. The main political parties represented are Labour, Conservative, Liberal Democrat and Scottish Nationalist. Smaller parties active in Scottish politics include the Green Party and the Scottish Socialist Party.
- 1.1.2. The Scottish Parliament has 129 Members: 73 constituency Members elected on the first-past-the-post system and 56 regional Members elected on a proportional basis from party lists. The Presiding Officer and two Deputies, elected from amongst Members of the Scottish Parliament (MSPs), ensure the efficient conduct and administration of Scottish Parliamentary business and chair sessions of Parliament.
- 1.1.3. The Scottish Executive is headed by the First Minister who is appointed by the Queen on the advice of the Presiding Officer after the Parliament has nominated a candidate - normally the leader of the party able to command the majority support of the Parliament. The First Minister, with the approval of the Queen, appoints other Ministers and determines portfolios. The members of the Scottish Executive, who are collectively known as the Scottish Ministers, comprise the First Minister, the other Ministers whom he or she has appointed and the Lord Advocate and the Solicitor General for Scotland. The Scottish Ministers are responsible to the Parliament for the work of the Scottish Executive and their actions are thus ultimately subject to Parliamentary control. Business is debated regularly in plenary sessions of the Scottish Parliament, and the First Minister and his or her colleagues must answer questions on all aspects of their responsibilities, but more detailed work is done in committee.
- 1.1.4. Scotland remains a full part of the United Kingdom and many matters which can more effectively and beneficially be administered on a UK basis, for example foreign policy, defence and economic policy, continue to be governed from the UK Parliament and Government. There also continues to be a Secretary of State for Scotland who remains a member of the UK Cabinet.

#### *Economic background*

- 1.1.5. The Scottish economy has grown steadily over the past decade, with output<sup>1</sup> averaging annual growth of 2.0%. The main driver behind this growth has been the service sector, which now accounts for just over 70% of Scottish output. The production sector, of which manufacturing accounts for around 80%, has experienced a considerable decline since 2000, although this downturn does appear to be bottoming out.
- 1.1.6. The labour market continues to perform strongly with the latest figures indicating that employment is at its highest rate (75.5 %) since quarterly records began in 1992. Moreover, the relative position is also strong, with the rate above that of the UK as a whole, and amongst the highest in the EU-25.
- 1.1.7. This positive performance of the labour market is also reflected in other indicators, with economic activity (79.8 %) around its highest ever rate – indicating that more and more Scots

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<sup>1</sup> Measured by Gross Value Added.

are encouraged to enter the labour market. Also, despite the fact that unemployment increased over the most recent quarter, it is still down over the year and remains around its lowest ever rate (5.3 %). Indeed, Scottish unemployment, having been above the UK average since 1996 is now equal to that rate.

- 1.1.8. Although the Scottish economy has been performing strongly, there are still a number of challenges which need to be addressed. Raising Scotland's productivity remains one of these key challenges. Despite being close to the UK level, Scotland's productivity still lags behind some European counterparts, such as France and Germany.
- 1.1.9. The Scottish Executive has outlined the key drivers behind raising Scotland's productivity in *Framework for Economic Development in Scotland*. One of these drivers is the education system and the crucial role it plays in ensuring that people have the necessary skills required to ensure that Scotland competes in the global economy.
- 1.1.10. A further challenge is reducing the number of young people not in education, training or employment. Scotland has one of the highest percentages of 15 – 19 year olds who are not in education, employment or training in Europe, at around 15%. The Scottish Executive recently published a strategy to tackle this issue. Given Scotland's projected population decline in future years and the aging population, there is an even greater need to ensure that as many people as possible take part in the labour market to help ensure the Scottish economy continues to grow.
- 1.1.11. The devolved Scottish government's expenditure programme supports the Scottish economy in several ways. Firstly, it provides public services that raise the Scottish growth potential through, for example, education and health spending. Secondly, investment expenditure on public infrastructure supports further development of the Scottish economy. Thirdly, total spending on public services and investment in turn generates demand for Scottish goods and services. Finally, the public sector provides employment and income to those it employs, which subsequently translates into private demand.
- 1.1.12. In recent years, Scotland has been in the fortunate position that, in the UK as a whole, net borrowing has been at a low level (or even in surplus), not threatening to put pressure on the financial markets. Adherence to sound fiscal rules at the UK level has ensured a sustainable level of public expenditure that has not deterred private-sector activity and investment.

## ***Socio-cultural background***

### ***Religion***

- 1.1.13. The *Education (Scotland) Act* 1980 requires local authorities and schools to make provision for religious education (RE) and religious observance (RO) with opportunities for parents to withdraw their children if they wish.
- 1.1.14. National advice on the provision of RE and RO was provided in the Scottish Office Education Department (SOED) Circular 6/91. For primary schools this stated that a minimum of 10% of curriculum time be spent on religious and moral education and that religious observance be held not less than once a week. For secondary schools, the Circular stated that a minimum of 5% of curricular time in S1/S2 and 80 hours over S3/S4 be spent on RE, and that it should be a continuing element in the curriculum of S5/S6 pupils. On RO in secondary schools it stated that this should be held at least once a month, preferably with greater frequency.
- 1.1.15. In December 2001, the Religious Observance Review Group was set up by the Scottish Executive with the following specific aims: to review current guidance on arrangements for

religious observance in schools taking account of the views of interested bodies and individuals including religious organisations, teachers, parents and pupils; and to make recommendations to Ministers on any changes which might be required to ensure that revised guidance to schools is relevant and appropriate for pupils, that it fulfils the requirements of the 1980 Act and also provides practical advice on religious observance. In June 2004 the Working Group on Religious Observance in Schools published its report.

- 1.1.16. It went on to make five recommendations: Recommendation 1 - The Scottish Executive Education Department (SEED) should review the Circular on religious observance; Recommendation 2 - SEED should provide further guidance on religious observance which takes account of research and development work on spiritual development and values; Recommendation 3 - SEED should provide guidance for schools on the role of chaplains and chaplaincy teams in religious observance and in the overall life of the school; Recommendation 4 - the review of the curriculum in Scotland, as outlined in *Educating for Excellence*, should consider the role of religious observance in future educational provision and should take account of the findings of this report; Recommendation 5 - schools are encouraged to ensure that when communal locations are used for religious observance they are prepared in an appropriate manner.
- 1.1.17. The Scottish Executive, in response, commissioned support material for schools which will help them to put the recommendations made by the Group into practice. Work has also begun on a revised circular for schools and the views of relevant faith and education interests will be taken before this is finalised and issued to schools.
- 1.1.18. In addition to various Christian denominations, several other world faiths (notably Jewish, Muslim, Hindu and Sikh) are practised, in the main by minority ethnic groups. However, with the exception of two Jewish primary schools (one private and one public), and one private Muslim school, there are no schools in Scotland specifically for children belonging to other faiths.

#### *Minority languages*

- 1.1.19. English is the official language of government, business, education, the law and other professions. It is spoken everywhere in Scotland, albeit alongside Scottish-English in most areas and Gaelic in parts of the Highlands and many of the Western Isles.
- 1.1.20. The UK Government signed the Council of Europe Charter for Regional or Minority Languages on 2 March 2000. The Scots language will be covered by Part II of the Charter, with Gaelic being specified under Part III. The UK Government ratified the Charter on 27 March 2001.
- 1.1.21. The 2001 Census of Population recorded that 58,562 people in Scotland were able to speak, read or write Gaelic. This is 1.3% of the Scottish population, and represents a 6% decline compared with the 1991 census figures. However, the 2001 census recorded that 92,396 people were able to understand, speak, read or write Gaelic, which is 1.9% of the population. The largest concentrations of Gaelic speakers were found in Na h-Eileanan an Iar (the Western Isles), Highland, and west-central Scotland. The *Standards in Scotland's Schools etc Act 2000* requires local authorities to report on their plans for Gaelic provision in their annual *Improvement Objectives Report*. Gaelic also features in one of the *National Priorities* in education and can now be found at all levels of education: pre-school, primary, secondary, further and higher education, and as part of teacher training.
- 1.1.22. A number of other languages are spoken by groups which have come into Scotland as migrants at various times. The Italian community in Scotland, which was established in the

nineteenth century and still maintains close contacts with Italy, retains its own language. Tuition in Italian sponsored by the Italian Consulate has been provided for a number of years in a number of primary schools. Cantonese is the main language of the Chinese community (there are now no fewer than 12 Chinese ‘weekend schools’ operating in Scotland) and other groups originally from the Indian sub-continent have brought their languages (among them Punjabi, Gujarati, Urdu, Hindi and Bengali) to Scotland.

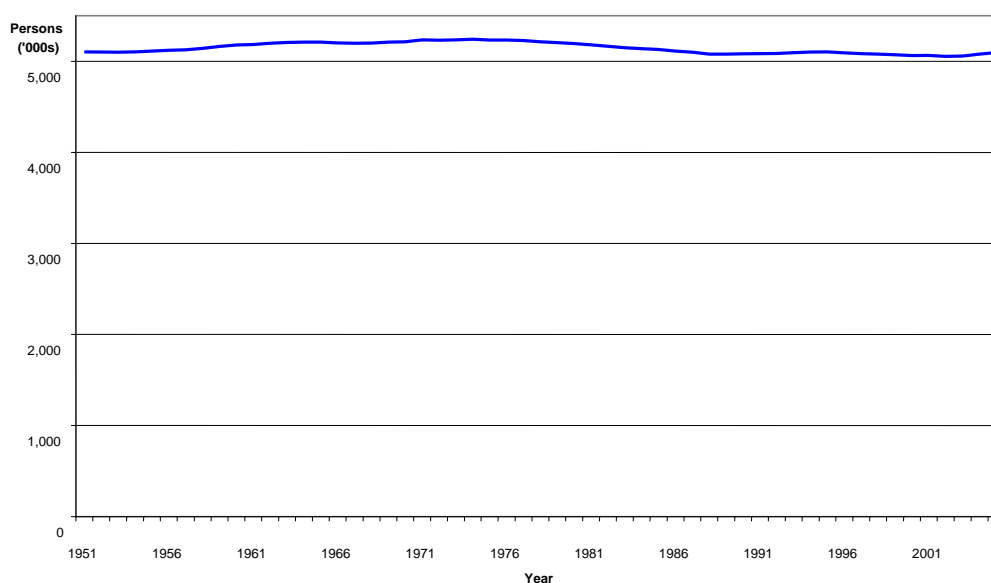
- 1.1.23. Approximately 32,000 people from Eastern Europe have found work in Scotland since the EU expanded in 2004 to incorporate the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Slovakia, and Slovenia. Between May 2004 and June 2006, almost two thirds of applicants to the Workers’ Registration Scheme in Scotland came from Poland. This is by far the largest proportion of applicants from the 2004 accession countries, followed by Lithuania (8.2%), Latvia (8.1%) and Slovakia (7.3%). Almost five out of six applicants are within the ages 18-34. 58.7 % of applicants are male compared to 41.3% female. The largest gulf in difference between male and female applicants occurs in the age group 25-34 where almost two thirds of applicants in this group were males. Over one fifth of applicants to Scotland came to work in the Lothian region (23.1%). Aberdeen was the second most popular region to work (14.2%) closely followed by the Glasgow region (13.2%) and Perthshire (12.7%). The growth in the numbers of Eastern European workers living and working in Scotland has resulted in an increase in the numbers of children and young people in Scottish schools who have English as an additional language.

## 1.2. Broad Population Trends

### *Population*

- 1.2.1. Scotland’s population in mid-2004 was estimated at 5.08 million. It has been falling slowly since the mid-1970s.

**Figure 1.1: Estimated Population of Scotland, 1951 – 2005**



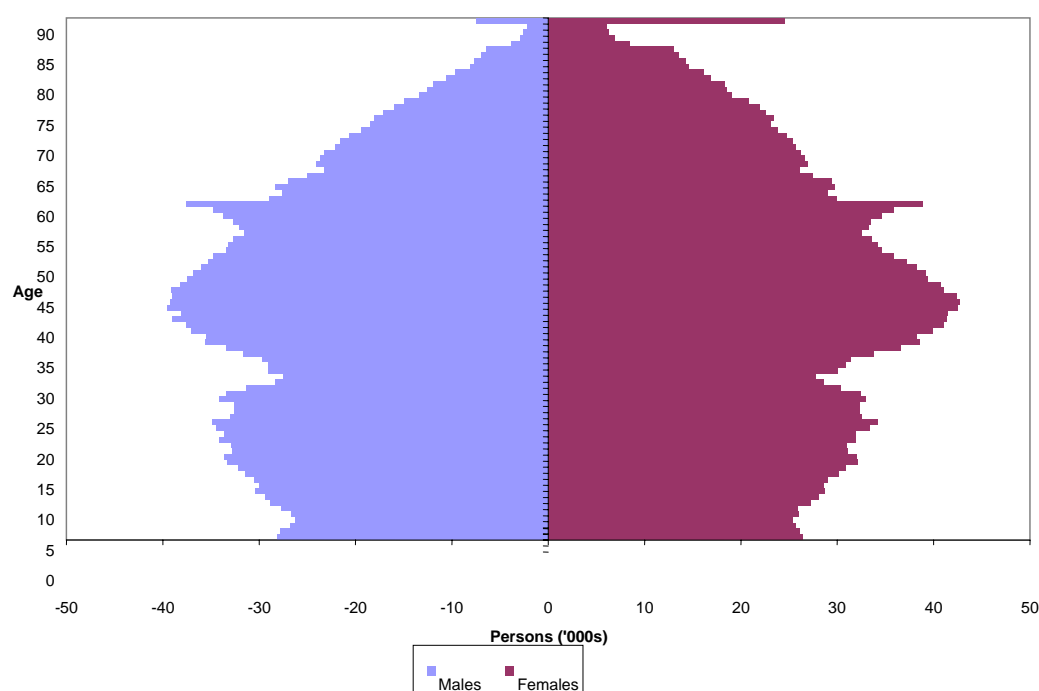
**Source: General Registrar for Scotland**

- 1.2.2. The population of Scotland is projected to rise, peaking at just over 5.1 million in 2019 and then slowly declining, falling below 5 million in 2036 and reaching 4.86 million by 2044. The number of children aged under 16 is projected to decrease by 15% from 0.94 million in 2004 to 0.79 million by 2031, while the number of people of working age is projected to fall by 7% from 3.18 million in 2004 to 2.96 million in 2031.<sup>2</sup> The number of people aged 75 and over is projected to rise by 75% from 0.37 million in 2004 to 0.65 million by 2031.
- 1.2.3. The populations of 15 of the 32 council areas in Scotland are projected to increase and 17 to decrease by 2024. In general, most councils adjacent, or close to, Edinburgh City are projected to increase in size whereas other large urban areas are projected to decline - for example, Aberdeen City, Glasgow City and Dundee City. Other areas in the west, such as Inverclyde, East and West Dunbartonshire, Renfrewshire and all the island council areas are also projected to decline. The council areas which are projected to show the largest relative increases over this period are West Lothian (+21%), Scottish Borders (+15%), East Lothian (+13%) and Edinburgh City (+10%). The largest relative population decreases are projected in Aberdeen City (-24%), Dundee City (-15%), Eilean Siar (-15%) and Inverclyde (-14%).

### *Age structure*

- 1.2.4. In 2005, there were peaks of people in their late-50s and around 40 in Scotland. This is a result of the "baby booms" after the Second World War and in the 1960s. The recent decline in births is reflected in the tapering at younger ages.

**Figure 1.2: Estimated population by age and sex, 30 June 2005**



**Source: General Register Office for Scotland**

- 1.2.5. There are large differences in the projected age structures of different areas. The number of children aged 0-15 is projected to decrease by 12% from 0.94 million in 2004 to 0.82 million

<sup>2</sup> Note that between 2010 and 2020 the pensionable age for women rises from 60 to 65, and the figures take account of this.



by 2024. The number of people of working age is projected to decrease by 1% from 3.18 million to 3.14 million and the number of people of pensionable age to increase by 19% from 0.97 million to 1.15 million. Amongst council areas the number of children aged 0-15 is projected to decrease in all areas by 2024 apart from Scottish Borders (an increase of 7%), West Lothian (+5%) and Edinburgh City (+3%). The projected decline in the other council areas ranges from -43% in Aberdeen City to -0.1% in Fife.

- 1.2.6. There are also projected differences in the size of the working age population between council areas by 2024. The working age population is projected to increase in 14 council areas by 2024; increasing the most in West Lothian (+20%), East Lothian (+13%), Edinburgh City (+12%) and Scottish Borders (+10%). A decrease is projected in the remaining 18 council areas ranging from a decrease of -28% in Aberdeen City to a decrease of -1% in North Lanarkshire.

### ***Migration***

- 1.2.7. Traditionally, Scotland was a country of emigration. For example, in the mid-1960s there was a net outflow of around 40,000 people per year. However this has changed. Since the early 1990s, inflows and outflows have been approximately equal, while there have been net immigration gains of around 9,000 in 2002-03 and 26,000 in 2003-04. Broadly speaking, migrant flows in and out of Scotland in recent years have been 80,000+ in each direction (50,000+ migrating to or from other parts of the UK and 30,000+ to and from the rest of the world). The level of net migration can be significantly affected by relatively small changes in these gross flows from year to year, particularly if one flow rises while the other falls.
- 1.2.8. The patterns of migration vary by area; over the period 1994-2004 the highest net immigration rates were in East Lothian, West Lothian and Perth & Kinross while the highest net out-migration rates were in Aberdeen City, the Shetland Islands and Inverclyde. The combined effect of these factors, along with the underlying population structure, has resulted in a population increase of more than 6% in West Lothian and East Lothian and a decrease of more than 6% in Eilean Siar, Inverclyde, Aberdeen City and Dundee City.

### **1.3. Economic and labour market trends**

- 1.3.1. Scotland's labour market has been performing well in recent years, with more individuals in employment than ever before. Both the employment rate and the economic activity rate (those in employment or seeking employment) are at historically high levels. The employment rate for the period Jan-Mar 2006 stood at 75.3%, with the economic activity rate at 79.6%. The employment rate has increased by around 4 percentage points since 1999 with almost 180,000 more people in employment than in 1999. Scotland has higher economic activity and employment rates than England, Wales, Northern Ireland and the UK as a whole. The latest data show that Scotland has an unemployment rate of 5.3%. This is a reduction of 2 percentage points since 1999.
- 1.3.2. There has been a well-established link between the supply of teachers and the economic cycle: in periods of economic expansion, teacher supply has proved difficult as teachers in post can more readily find alternative careers, and new entrants see opportunities in other professions. Conversely, in periods of recession, teachers tend to be less able or willing to leave the profession, and it becomes a relatively more attractive career for new entrants.
- 1.3.3. Teaching is a major employer of graduates, but many other employers are now moving towards all graduate entry, or to recruiting graduates where they would previously have taken school leavers. These changes place pressure on the graduate market, particularly at times of relatively full employment.

- 1.3.4. 'Late entrants' to the profession (those who are mature, and are often changing careers) are seen as a particularly valuable source of supply, bringing important experiences to teaching. In many cases they intend to stay in teaching throughout their careers.

## CHAPTER 2: OVERVIEW OF SCHOOL SYSTEM

### 2.1 Main structural features of the school system

#### *Required compulsory education*

- 2.1.1. Children usually start their compulsory education in the August when they are aged between four-and-a-half and five-and-a-half with entry to primary school. Children must start school in the August after their fifth birthday. Children born between September and February can, however, start school in the August preceding their fifth birthday, or they can defer to the following August.
- 2.1.2. Compulsory schooling is from the start of the term following the fifth birthday until the end of June in the school year during which the pupil becomes 16 years old. If pupils become 16 between the leaving date at the end of the school year and the following January they must remain in school until Christmas. Education between these ages is normally divided into the primary phase and a secondary phase, with the division generally occurring in the summer after the eleventh birthday.

#### *Types of schools*

##### *State schools in Scotland*

- 2.1.3. In Scotland, all non-independent schools are publicly maintained; there are no voluntary schools in Scotland. Church schools that have chosen to transfer to the local authority, rather than be independent, are publicly maintained, although they can make separate arrangements for denominational education.
- 2.1.4. Children in Scotland spend seven years at primary school (P1-P7) before going on to secondary school around the age of twelve years old. Primary schools are organised in classes, by age, with a mix of boys and girls and children of all abilities. Each class is the responsibility of a class teacher, who will teach most or all of the curriculum, often with some support from specialist visiting teachers.
- 2.1.5. Children in Scotland usually go to secondary school when they are between eleven-and-a-half and twelve-and-a-half years old, having completed seven years at primary school. All publicly funded secondary schools in Scotland are comprehensive in character and most offer six years of secondary education. They vary in size from under 100 pupils to around 2,000. The majority have between 400 and 1,200 pupils. All secondary schools offer a general education and, alongside it, some more vocationally oriented courses for pupils from the third year of secondary education onwards.
- 2.1.6. Special schools provide a range of services that are not available in mainstream schools, offering enhanced provision for pupils who have additional support needs. These include social, emotional and behavioural difficulties, profound or complex learning needs and physical and sensory impairment.
- 2.1.7. Most local authorities allocate children to schools in their area by defining catchment areas for each school. The *Education (Scotland) Act 1980*, as amended in 1981 and 2000, allows parents to express a preference for the particular school they want their child to attend, even if they do not live within the catchment area for that school. If parents express a preference for a particular school (through a "placing request"), the local authority has a duty to grant the request wherever possible. Parents have a right to appeal against an local authority's decision

not to grant their placing request, first to the authority itself and then to a court. However, the size of the school, the current roll, the number of children who already live in the catchment area and other factors will affect the local authority's ability to grant a placing request and are taken into account in a court case.

- 2.1.8. Scotland has nine Centres of Excellence for children who are gifted in music, sport, dance or languages. The schools nurture these talents by offering specialist tuition alongside the mainstream curriculum. Centres of Excellence select a minority of their pupil intake – most pupils are not subject to selection. The Scottish Executive is committed to helping all children to realise their potential and allow gifted children to develop their talents to the full in a challenging and supportive environment.

#### *Schools of Ambition*

- 2.1.9. The flagship Schools of Ambition programme is one of the centrepieces of the Scottish Executive's *Ambitious, Excellent Schools* reform agenda. Schools of Ambition are:

- ambitious for their pupils and local communities
- at the cutting edge of change, driving education forward to prepare Scotland's young people for life
- stretching, challenging and inspiring their pupils, and helping them realise their full potential.

- 2.1.10. There are currently 27 Schools of Ambition in Scotland, with more in the pipeline. These schools have demonstrated the vision and drive to transform their performance for the long-term benefit of pupils and the wider community. They are a mix of already high performing schools, those that need to improve after poor inspection reports, and those that recognise they can improve their performance. Schools of Ambition aim to stand out in their locality, and nationally, as innovators and leaders, providing ambition and opportunity for young people, setting an example to the whole community of what is possible in modern Scotland, helping shape the ambitions of an ever more successful Scotland of the 21<sup>st</sup> century.

- 2.1.11. Headteachers at these schools receive at least £100,000 in extra funding per annum over 3 years to meet their plans for improving performance and setting new national standards. They are expected to share their experiences and successes with other schools so that the whole education system benefits.

#### *Independent schools in Scotland*

- 2.1.12. The law permits individuals and bodies to provide education outside the local authority system, with certain provisos. In the case of groups of fewer than five pupils of school age, those offering the education must prove to the satisfaction of the local authority that they are providing satisfactory education. If there are five or more pupils of school age, the school must be registered with SEED and is subject to inspection by Her Majesty's Inspectorate of Education (HMIE) before final registration is granted. HMIE have to be satisfied that the premises conform to certain basic accommodation standards, that the owners are 'fit and proper persons' to run such an establishment and that the teachers are similarly acceptable.

- 2.1.13. The *Standards in Scotland's Schools etc. Act 2000* requires prospective managers of any new independent school to apply for provisional registration before the school becomes operational and the Scottish Ministers have powers to refuse provisional registration.

- 2.1.14. Independent schools vary enormously in size, ranging from fewer than 20 pupils to over 2,000. Some offer a complete education from pre-school age to 18; others are for primary age

or secondary age pupils. Independent schools have some freedom in the number of days on which they have to open in the year. There is no legal requirement for an independent school to follow a particular teaching programme. In some the courses bear close resemblance to those offered in local authority schools. Others are modelled on English 'preparatory schools' or 'public schools' and prepare their pupils either to enter the English public schools system or to sit English examinations.

- 2.1.15. Most of the larger independent schools are members of the Scottish Council of Independent Schools (SCIS) in which they can come together to discuss matters of common interest and to organise training for their staff and governing bodies.
- 2.1.16. Independent schools are inspected by HMIE in the same way as local authority schools. In carrying out such inspections, HMIE take into account the stated educational aims of the school. In addition, as a result of the *Children (Scotland) Act 1995*, a programme of inspections of the care and welfare of residential pupils in independent schools which are boarding schools is carried out by HMIE. The *Standards in Scotland's Schools etc. Act 2000* further adds to this to allow the Scottish Ministers to serve a Notice of Complaint on an independent school in a case of 'failure to provide adequately for the welfare of a child or children attending the school'.

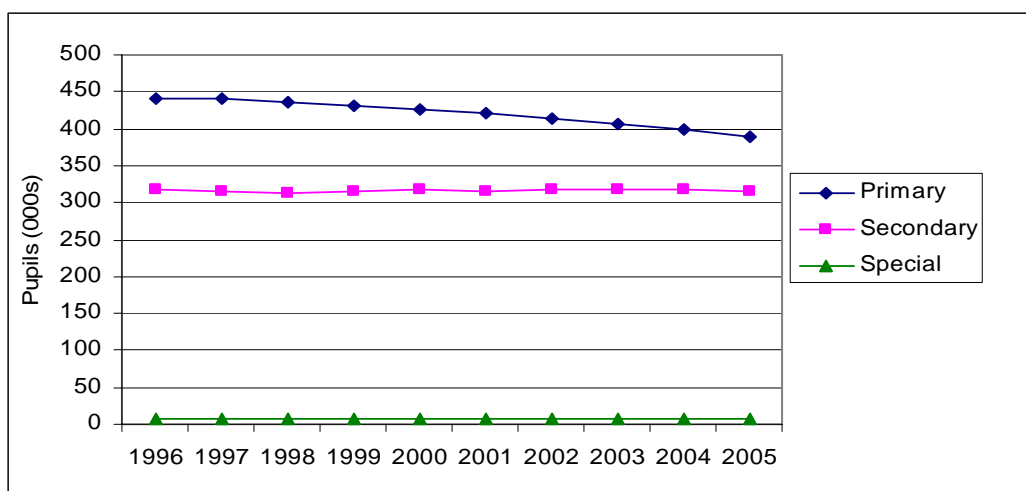
### ***Overall size and composition of the school system***

- 2.1.17. The state-maintained sector is by far the largest element of the educational system in Scotland. 96% of pupils attend state schools and 4% attend independent schools.

### ***Student population in the state sector, 2005***

- 2.1.18. In September 2005 there were a total of 713,240 pupils in 2,769 state schools in Scotland. There were 390,260 pupils in 2,194 primary schools, 315,840 pupils in 385 secondary schools, and 7,140 pupils in 190 special schools. Pupil numbers have been reducing, in line with a fall in the population. In 1996, there were 776,398 pupils in 2,874 state schools: 441,727 pupils were in 2,313 primary schools, 316,594 pupils were in 403 secondary schools 8,077 pupils were in 158 special schools

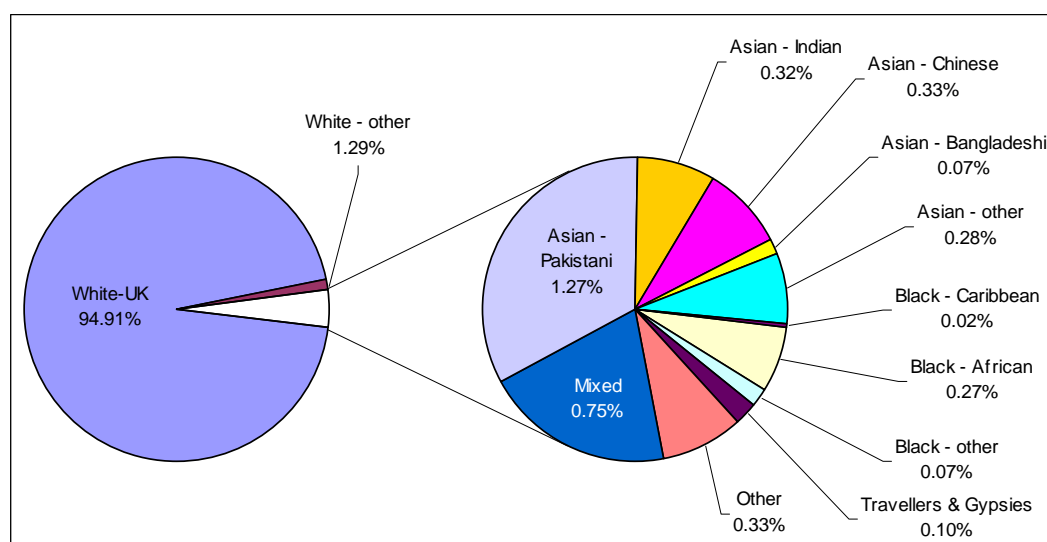
**Figure 2.1: Pupil numbers by sector, 1996-2005**



**Source: Pupil Census September 2005 Results**

- 2.1.19. About a third of primary schools had fewer than 100 pupils, with the average size being 178 pupils. The average number of pupils in a secondary school was 820, with almost a third having over 1,000 pupils. The average class size in primary schools was 23.6 pupils, down from 23.9 in 2004. Composite classes had an average of 19.9 pupils, down from 20.2 in 2004. P1 classes had the smallest average size of single stage classes at 23.1 pupils, down from 23.2 in 2004.
- 2.1.20. There were 34,680 pupils who were either based in a special school or had a Record of Needs (RoN) and/or Individualised Educational Programme (IEP) in primary or secondary schools. In mainstream schools there were 27,540 pupils (3.9% of all mainstream pupils) with a RoN and/or an IEP. This compares to 25,363 in 2004, a 9% increase. 83% of these pupils spent all of their time in mainstream classes. Of those with a RoN and/or IEP in mainstream and special schools, the largest categories of main difficulty were moderate learning difficulties (10.3 pupils per 1,000), specific learning difficulties in language and/or mathematics - including dyslexia (10.1 pupils per 1,000) and social emotional and behavioural difficulties (6.2 pupils per 1,000). Overall 70% of pupils with a RoN and/or IEP were boys, the same proportion as in 2004.
- 2.1.21. In 2005, Scotland had 430 denominational schools (of which 401 were Roman Catholic and 29 of other denominations). 336 primary schools were Roman Catholic and 4 were of other denominations. 58 secondary schools were Roman Catholic and 0 were of other denomination. 7 special schools were Roman Catholic and 25 were of other denominations.
- 2.1.22. 95% of children in Scotland's schools were white-UK. The largest other groupings were White-other (1.%), Asian-Pakistani (1.3%), and Mixed (0.8%).

**Figure 2.2: Ethnic background of pupils, 2005 <sup>(1)</sup>**



**Source: School Pupil Census 2005 Results**

<sup>(1)</sup> Does not include grant aided special schools. percentages of those where ethnic background is known. Ethnicity not known or not disclosed for 3 % of pupils.

#### *Student population in the independent sector, 2005*

- 2.1.23. There were 30,321 pupils in independent schools in Scotland, 67 more than in 2004. This net difference consists of an increase of 24 in primary and 43 in secondary schools, with the number in special schools remaining constant from 2004.

2.1.24. There were 60 independent primary schools in 2005 compared with 63 in 2004 and 62 in 2003. 11,592 pupils attended independent primary schools in 2005, an increase of 0.2% from 2004. Numbers have fluctuated between 11,559 and 11,844 in recent years. There were 57 secondary schools in 2005, compared to 55 in 2004. The number of independent secondary schools had previously decreased from 63 in 1999. 17,597 pupils attended independent secondary schools in 2005, an increase of 0.2% from 2004. The number of pupils has remained fairly steady in recent years. There were 33 independent special schools in 2005, compared to 34 schools in 2004, and 33 in 2003. There were 330 teachers (FTE) in independent special schools in 2005, a slight decrease from 2004. There were 3.4 pupils per teacher in 2005, the same as in 2004. Numbers in independent schools have remained fairly steady in recent years, compared to a decrease in the population.

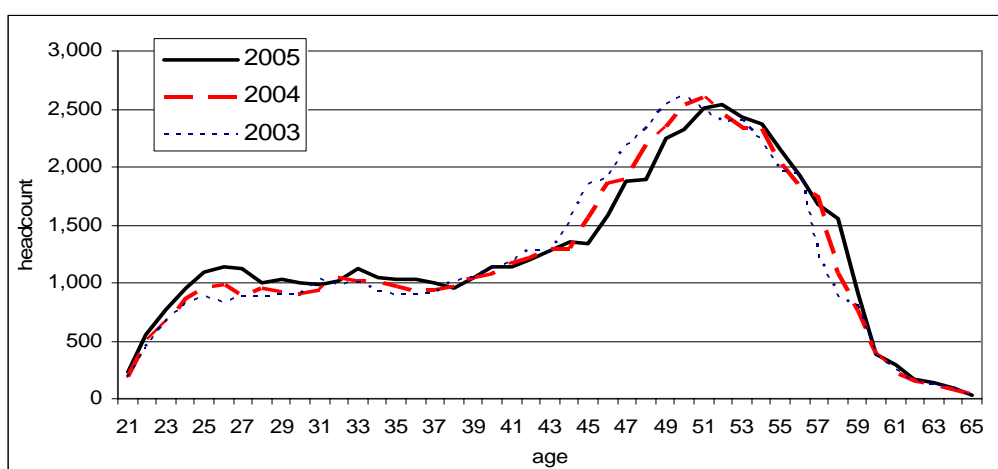
#### *Teacher population in the state schools, 2005*

2.1.25. In 2005, the total number of teachers based in primary, secondary and special schools was 50,517, which is 963 more than in 2004. Overall therefore there has been an increase of 710 teachers from 2004 and an increase of 1,053 since 2003. Most of the additional teachers necessary to meet the Scottish Executive's commitment of 53,000 teachers by 2007 are being trained currently or in 2006/07. Numbers may be affected by changes in whether local authorities record visiting specialists as school-based or centrally employed. There were a further 1,452 centrally employed visiting specialists and peripatetic teachers involved in similar roles but not based in schools. This is a decrease of 253 from 2004 and 153 from the 2003 figure. It is, however, important to note that 83,000 teachers are registered with the General Teaching Council for Scotland (GTCS).

2.1.26. In 2005, 22,873 teachers were employed in primary schools (22,577 in 2004), giving a pupil teacher ratio of 17.1 (17.6 in 2004). 93% of primary teachers were female and 7% were male. 12% of primary teachers were part time. There were 25,613 teachers in secondary schools (24,984 in 2004), giving a pupil teacher ratio of 12.3 (12.7 in 2004). 59% of teachers were female and 41% were male. 7% were part time.

2.1.27. The average age of teachers in 2005 was just below 44. The age profile shows a major peak in the early fifties, but with level numbers in the twenties and thirties.

**Figure 2.3: Age profile, all sectors, (headcount), 2003 - 2005**



**Source: Teacher Census September 2005 Results**

- 2.1.28. The proportion of teachers who were male has dropped from 30% in 1996 to 25% in 2005. In promoted posts the proportion who were male was 37 % (down from 39 % in 2004), with the figure being 30% for headteachers and deputies (down from 31% in 2004).
- 2.1.29. In primary schools there were 117 teachers whose main subject was physical education, 86 whose main subject was music and 57 whose main subject was art & design. There were 593 who gave learning support as their main subject, and 291 gave SEN related subjects, up from 532 and 282 respectively.
- 2.1.30. In secondary schools, the largest numbers of teachers were in English (2,620) and maths (2,506), increases of 4% and 5% respectively. Technical education was the subject with the highest proportion of male teachers (89%), with home economics teachers being nearly all female. Music, drama and physical education teachers had the youngest age profiles, with special needs teachers being on average the oldest.
- 2.1.31. The proportion of teachers from minority ethnic groups was highest in secondary schools (1.1%). The proportions were similar in primary schools (0.6%). In promoted posts the proportion was 0.4%, though the minority ethnic group teachers have not, on average, been in the workforce for as long as white teachers.
- 2.1.32. There were 2,730 teachers in the probation induction scheme (2,074 in 2004), of which 1,395 were in primary schools and 1,335 were in secondary schools. There were 2,849 students who graduated from initial teacher training in 2005 (compared to 2,285 in 2004). In primary, the proportion graduating through the Postgraduate Diploma in Education (PGDE) has increased from 31% in 1998 to 61% in 2005.

#### *Teacher population in independent schools, 2005*

- 2.1.33. There were a total of 3,354 teachers working in the independent sector in 2005, an increase of 52 over the 2004 figure. The average (mean) age of teachers was 44. The age profile shows a slight peak in the early fifties, with 18% of teachers aged 55 or over. Of those who returned information to the 2005 Independent Schools Census, 88% of teachers were registered with the GTCS.
- 2.1.34. There were 906 teachers (FTE) in independent primary schools in 2005, an increase of 3 from 2004. This equates to 12.8 pupils per teacher in 2005, the same as in 2004.
- 2.1.35. There were 2,119 teachers (FTE) in independent secondary schools in 2005, an increase of 54 from 2004. There were 8.3 pupils per teacher in 2005, compared with 8.5 in 2004.
- 2.1.36. There were 330 teachers (FTE) in independent special schools in 2005, a slight decrease from 2004. There were 3.4 pupils per teacher in 2005, the same as in 2004.

## **2.2 Availability of public and private resources for schooling**

### *Expenditure in the state sector*

- 2.2.1. The Scottish Executive does not set the amount to be spent on school education, but funds local authorities who set their own budgets for different services. Local authority expenditure is funded mainly from the Executive's Revenue Support Grant (RSG), but also from business rates and their own council tax receipts. The Executive calculates GAE (generally speaking, a formula-based allocation of funding proportional to need), and this is met from RSG, council tax and redistributed business rates. However GAE, while having an education element in its



calculation, is not ring-fenced. Local authorities can decide themselves how much they wish to spend on education relative to other services, and also have the option of raising more council tax than that assumed in the calculation of RSG. The Executive also funds other aspects of education through direct grants, much of which is also included in these figures as it is spent by local authorities, however this accounts for only a small proportion of local authority expenditure.

- 2.2.2. In 2004-05, local authorities spent a total of £4.2 billion on education, an increase of 5.7% in real terms on the previous year. Table 2.1 illustrates how overall gross revenue expenditure on education by local authorities has risen in real terms<sup>3</sup> (i.e. above inflation) over the past six years

**Table 2.1: Gross revenue expenditure on education (£000), 1999-2005**

	1999-00	2000-01	2001-02	2002-03 <sup>4</sup>	2003-04	2004-05
<b>Gross Revenue Expenditure</b>	2,855,945	3,037,780	3,283,827	3,533,853	3,872,786	4,180,675

**Source: Expenditure on School Education in Scotland, 2006**

- 2.2.3. Gross revenue expenditure on primary education was £1.5 billion in 2004-05, a 4.5% rise in real terms on the previous year. For secondary education, gross revenue expenditure was £1.7 billion in 2004-05, a rise of 4.8% in real terms. Table 2.2 illustrates how gross revenue expenditure has continued to rise in real terms for primary and secondary education in recent years.

**Table 2.2: Gross revenue expenditure on primary and secondary education (£000), 1999-2005**

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
<b>Primary Education</b>	971,600	1,041,248	1,123,085	1,300,929	1,435,967	1,532,970
<b>Secondary Education</b>	1,073,128	1,141,049	1,243,545	1,473,250	1,609,631	1,723,232

**Source: Expenditure on School Education in Scotland, 2006**

- 2.2.4. Gross revenue expenditure per pupil for 2004-05 was £3,855 per primary pupil and £5,428 per secondary pupil. This represented an increase of 6.6% and 4.9% in real terms per primary and secondary pupil respectively compared to the previous year. Expenditure per primary and secondary pupil has continued to rise in real terms in recent years.

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<sup>1</sup> Based on the GDP deflator

<sup>4</sup> When recording service expenditure, local authorities follow guidelines set out by the Chartered Institute of Public Finance and Accounting (CIPFA). From 1 April 2002, the Best Value Accounting Code of Practice (BVACoP) was implemented across Scotland for Education expenditure analysis. Under this new guidance central administration costs, which were previously reported as a separate item, are now reported under the various sectors and services which rely on them. This means that figures for 2002-03 to 2004-05 are not comparable with previous years. This also applies to Table 2.2 and Table 2.3.

**Table 2.3: Total gross revenue expenditure per pupil in primary schools, 1999-00 to 2004-05**

	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>Primary Education</b>	2,255	2,451	2,674	3,148	3,541	3,855
<b>Secondary Education</b>	3,409	3,598	3,938	4,657	5,064	5,428

**Source: Expenditure on School Education in Scotland, 2006**

### *Expenditure in the independent sector*

- 2.2.5. The Scottish Executive does not collect figures on gross revenue expenditure per pupil in independent schools.

## **2.3 Governance and regulatory framework**

### *Public agencies responsible for education policy*

#### *The Scottish Executive Education Department (SEED)*

- 2.3.1. The government department with lead responsibility for the development of education policy in Scotland is SEED. The Department is responsible for administering policy on pre-school and school education, children and young people, and tourism, culture and sport. Responsibility for further and higher education is vested in Scottish Executive Enterprise, Transport and Lifelong Learning Department (SEETLLD).
- 2.3.2. The person in charge of SEED bears the title of Secretary and Head of the Department. SEED is divided into 5 main Groups as follows: Schools; Children, Young People and Social Care; Tourism, Culture and Sport; Social Work Inspection Agency; Information and Analytical Services. Each of the Groups is sub-divided into Divisions and/or Branches or Teams which deal with particular topics. The Chief Architect, the Chief Social Work Adviser and the Chief Statistician also have a role as heads of their professions across the Scottish Executive.
- 2.3.3. SEED promotes a high quality education service in schools and administers Government policy for school education in co-operation with local authorities which are responsible for providing school education in their areas. SEED gives guidance on the content of education and on the key elements in teacher education courses, and seeks to match the supply of teachers to demand. Information, Analysis and Communication Group has responsibility, in relation to education and young people, for producing statistics, promoting international links, managing the Department's research programme and carrying out economic analysis and evaluation of policy. Just over £1m is spent annually by SEED on directly commissioned policy-related educational research.
- 2.3.4. Within SEED, responsibility for policy regarding primary and secondary pupils resides primarily with Schools Group. Its wide ranging work is to support local authorities and schools to bring learning to children and young people and to help them achieve their full potential. The Group is responsible for policy covering national priorities in education, teachers and schools, New Community Schools (now called Integrated Community Schools), social justice, school ethos and pupil welfare, health education, additional support needs, support and inclusion, new educational developments and qualifications, assessment and curriculum.

- 2.3.5. Schools Group as a whole is characterised by learning; it promotes learning within Scotland's education system and is also a learning organisation. The Group is a dynamic mix of people with different talents, skills and backgrounds which combine to support each other and its stakeholders.
- 2.3.6. Each division within Schools Group has responsibility for a portfolio of policy areas, but there is also an important focus on joining up thinking and development between Schools Group divisions with others within the Education Department, and with other parts of the Scottish Executive.

#### *Role of ministers and parliament*

- 2.3.7. The Minister for Education and Young People and the Minister for Enterprise, Transport, and Lifelong Learning are directly responsible to the Scottish Parliament for the overall supervision and development of the education and training services in Scotland and for legislation affecting Scottish education and training. Education and training policy is developed in line with the policies of the Scottish Executive and is administered by SEED and SEETLLD.
- 2.3.8. Parliamentary scrutiny in Scotland comes from the Scottish Parliament Education Committee, which comprises about 9 back-bench Members of the Scottish Parliament drawn from all parties (although the government of the day will hold the majority). The remit of the Education Committee is to consider and report on matters relating to school and pre-school education, young people and social work and such other matters as fall within the responsibility of the Minister for Education and Young People.

#### *The Scottish Further and Higher Education Funding Council*

- 2.3.9. The Scottish Further and Higher Education Funding Council (SFC) is the body that distributes funding for teaching and learning, research and other activities in Scotland's colleges and universities. There are 43 colleges and 20 higher education institutions in Scotland funded by SFC. The SFC was established formally on 3 October 2005, under the terms of the *Further and Higher Education (Scotland) Act, 2005*. The Council replaced the former Scottish Further Education Funding Council and the Scottish Higher Education Funding Council and now brings together funding and support for Scotland's colleges and universities under one body. The SFC allocates numbers for teacher training on the advice of SEED.

#### *Her Majesty's Inspectorate of Education*

- 2.3.10. HMIE is an Executive Agency of the Scottish Ministers under the terms of the *Scotland Act 1998*. It operates independently and impartially whilst remaining directly accountable to the Scottish Ministers for the standards of its work. Agency status safeguards the independence of inspection, review and reporting activities within the overall context of the Scottish Ministers' strategic objectives for the Scottish education system.
- 2.3.11. HMIE's core objective is to promote and contribute to sustainable improvements in standards, quality and achievements for all learners in a Scottish education system which is inclusive. It aims to do this by exemplifying the values of integrity, honesty, objectivity and impartiality. HMIE aims to make a major contribution to improvement and to developing the capacity of the system. It does this by delivering a balance of challenge, support and commendation for education providers. At the same time it also promotes accountability for the quality of providers' services and their outcomes to Ministers, parents and the public at large. HMIE also uses the results of inspection to provide professional advice directly to the Scottish Ministers and to identify and promote good practice across the education system.

### *Local authorities*

- 2.3.12. Although the Scottish Executive plays an important part in the administration of Scottish education, many of the executive powers are, for school education, devolved to local authorities and in some cases to the schools themselves. The 32 local authorities in Scotland have direct responsibility for the provision of schools, the employment of educational staff, the provision and financing of most educational services, and the implementation of Scottish Executive policies in education. School Boards are the official forum for contact between parents and the individual school. (From August 2007, School Boards will be replaced by Parent Councils under the *Scottish Schools (Parental Involvement) Act 2006*. See para. 3.4.67.) The executive functions in education in each authority are in the hands of an officer directly responsible to the Chief Executive of the authority. This officer is, in most cases, designated Director of Education. In some cases he or she may have a title such as 'Head of Education' or 'Corporate Manager - Education Services'. In some cases the Director of Education also has responsibility for Community Services.
- 2.3.13. The Convention of Scottish Local Authorities (CoSLA) is the representative body for local authorities in Scotland on matters related to education policy. The Education Executive Group within CoSLA covers issues of national significance relating to the local authority education service; issues of a cross-cutting nature relating to other local authority services; and liaison with partner organisations in the statutory, voluntary and private sectors as appropriate.

### *Learning and Teaching Scotland*

- 2.3.14. Learning and Teaching Scotland (LTS) provides advice, support, resources and staff development, enhancing the quality of educational experience with a view to improving attainment and achievement and promoting lifelong learning. The remit of LTS is to: keep under review and provide independent advice to the Scottish Ministers on all matters relating to the school and pre-school curriculum, including the use of ICT to support the delivery of that curriculum; keep under review and provide independent advice to the Scottish Ministers and, as appropriate, to the funding council, on all matters relating to the use of ICT in Scottish education and lifelong learning; as agreed with SEED, to undertake, manage, quality assure and support a programme of research and development work related to the school and pre-school curriculum and to the use of ICT; provide advice and carry out development work, including staff development, in relation to ICT and the curriculum where this is agreed with organisations providing, or otherwise responsible for, aspects of education in Scotland.

### *The General Teaching Council for Scotland*

- 2.3.15. GTCS is a statutory body, established by the *Teaching Council (Scotland) Act 1965*. GTCS was established following concerns that entry requirements to the teaching profession had lowered after the Second World War and unqualified teachers were working in Scottish schools. The principal aims of GTCS are to: contribute to improving the quality of teaching and learning; maintain and enhance professional standards in schools and colleges in collaboration with partners, including teachers, employing authorities, teacher education institutions, the Scottish Executive and parents; be recognised as a voice and advocate for the teaching profession; and contribute to the development of a world-class education system in Scotland. The Minister for Education must, by law, consult GTCS on matters concerning teacher education.

### *The Scottish Qualifications Authority*

- 2.3.16. The Scottish Qualifications Authority (SQA) is an executive non-departmental public body sponsored by SEED. It is the national body in Scotland responsible for the development,

accreditation, assessment and certification of qualifications other than degrees. The functions of SQA are set out in the *Education (Scotland) Act 1996* as amended by the *Scottish Qualifications Act 2002*. SQA's main functions are to:

- devise, develop and validate qualifications, and keep them under review
- accredit qualifications
- approve education and training establishments as being suitable for entering people for these qualifications
- arrange for, assist in, and carry out, the assessment of people taking SQA qualifications
- quality assure education and training establishments which offer SQA qualifications
- issue certificates to candidates.

2.3.17. The overall aim of the SQA is to manage the qualifications system below degree level to allow students to fulfil their potential to participate in the economy, society and communities of Scotland.

#### *Scottish Negotiating Committee for Teachers*

2.3.18. The 2001 teachers' agreement, *A Teaching Profession for the 21<sup>st</sup> Century*, introduced a new negotiating framework for teachers' pay and conditions of service. It established the Scottish Negotiating Committee for Teachers (SNCT), a tripartite body comprising members from teaching organisations, local authorities, and the Scottish Executive. The SNCT is chaired jointly by representatives from each side. The work of the committee is supported by a series of working groups, dealing with distinct issues. There are currently 3 working groups, dealing with Conditions of Service, the Review of Local Negotiating arrangements, and Support Staff.

#### *Policy-making at national level*

2.3.19. At national level consultation takes place regularly between SEED/SEETLLD and a range of bodies, some of which have been set up to provide the Government with advice on particular aspects of education. Others represent important groups actively involved in the educational system.

#### *Legislation that applies to governance and regulatory framework*

2.3.20. The basic legal framework for education in Scotland consists of a series of Education (Scotland) Acts, which are Acts of Parliament of the United Kingdom (prior to devolution) but apply specifically and only to Scotland. With the exception of a few sections which make deliberate reference to Scotland, Education Acts for England and Wales do not apply. The Education (Scotland) Acts are supplemented by regulations which have the force of law. They assume, unless they specifically state the contrary, that the provisions of existing Acts which deal with educational matters are still in force. New features of the system and changes to it are often introduced in separate Acts which exist alongside the Education Acts. Some very important provisions for education are in Acts which are not primarily concerned with education. The situation is therefore very complex. Following devolution, new legislation dealing with education is a matter for the Scottish Parliament.

2.3.21. In Scotland the Education Acts are mainly concerned with the organisation and administration of education, giving powers to certain bodies, for example to the Scottish Ministers to make regulations or to local authorities or to HMIE in connection with the provision of education. Regulations also tend to deal with administrative matters, but in more detail than the

legislation. They cover, for example, matters concerned with the organisation of schools, as in the *Schools (General) Regulations 1975*, certain aspects of provision for pupils with additional support needs, and the Scottish Ministers' control over the training of teachers, as in the *Teachers (Education, Training and Recommendation for Registration) (Scotland) Regulations 1993*. Curriculum is not governed by legislation in Scotland, apart from the stipulation that religious education is compulsory, unless parents withdraw their children from it.

- 2.3.22. The current Education Act is the *Education (Scotland) Act 1980*, as amended in 1981 and subsequently by other legislation. Amongst other things, this Act gives power to local authorities to provide pre-school education, lays down the ages between which education is compulsory, lays a duty on parents to see that their child is educated and on local authorities to make provision for education. It entitles pupils to receive education appropriate to their 'age, ability and aptitude', to receive guidance in secondary schools and to be supported as necessary by psychological, health and social work services. It was amended in 1981 to give parents the right to choose the school to which to send their children and set up the assisted places scheme for independent schools (a scheme which is now being phased out). It also made some far-reaching changes in the way in which provision was made for children with additional support needs by establishing the Record of Needs and set up machinery for determining the pay and conditions of service of teachers. The *Education (Scotland) Act 1996* is concerned with setting up of a new examination authority - SQA - to take the place of the Scottish Examination Board (SEB) and the Scottish Vocational Education Council (SCOTVEC); paying grants to providers of pre-school education for children; some changes to the School Boards Act; granting powers to the Secretary of State (now the Scottish Ministers) to introduce regulations concerning testing and assessment in the first two years of secondary education; and one or two minor administrative matters.
- 2.3.23. A number of other Scottish Acts passed by the UK Parliament, currently in force, are concerned with education. The *Teaching Council (Scotland) Act 1965* gave GTCS the duty to keep a register of teachers in Scotland and established registration as an essential requirement for teachers in Scotland. The *Education (Mentally Handicapped Children) (Scotland) Act 1974* brought profoundly mentally handicapped children within the responsibility of the education service and made it possible to provide education for children who were previously thought to be ineducable. The *School Boards (Scotland) Act 1988* gave schools the opportunity of forming a School Board.
- 2.2.24 The *Standards in Scotland's Schools etc Scotland Act 2000* was the first major piece of legislation passed by the Scottish Parliament and gave every child in Scotland a right to education for the first time, outlined measures to modernise the teaching profession and enhance its status, and established a framework of improvement for school education. The framework includes a new set of *National Priorities* for school education. The UK *Additional Support Needs and Disability Act 2001* gives students with disabilities the right to be included alongside their peers, on the same educational programmes, in the same institutions. The *Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002* requires education providers to improve accessibility to school facilities and the curriculum for pupils with disabilities. Several of the above Acts also contain specific provisions for education other than the main provision mentioned here.
- 2.3.25. Education in Scotland has always enjoyed a high status and most of the key principles/values on which it is built are long established. The provision of free, compulsory education for all within a specified age group (currently 5-16) is fundamental. So, too, is the broadly based curriculum, which originally was designed to ensure that young people could continue into and make progress in any one of several occupations. The curriculum is currently under review to ensure that young people are better prepared for the several changes of job they may well have to face in an era of rapid socio-economic development.

- 2.3.26. Education also has to fit individual needs, be tailored to ‘age, ability and aptitude’ and aim to develop the ‘personality, talents and mental and physical abilities of children and young persons to their fullest potential’ (*Standards in Scotland’s Schools etc Act Scotland 2000*). The trend to greater differentiation of classroom work to match the range of abilities present and the increased attention to young people with additional support needs, whether in mainstream schooling or special units, are examples of the extension of this principle of appropriateness.
- 2.3.27. In the *Standards in Scotland’s Schools etc. Act 2000* a framework for the improvement of the performance of schools was set out. Under this framework, local authorities are required to publish plans showing improvement objectives for the schools in their areas. The schools themselves are required to publish development plans taking into account the improvement objectives set by their local authority. Both authorities and schools are also required to publish annual standards and quality reports on progress.
- 2.3.28. Under section 4 of the Act the Scottish Ministers were required to define national priorities in school education. These priorities have been defined as follows:
- to raise standards of educational attainment for all in schools, especially in the core skills of literacy and numeracy, and to achieve better levels in national measures of achievement, including examination results;
  - to support and develop the skills of teachers and the self-discipline of pupils, and to enhance school environments so that they are conducive to teaching and learning;
  - to promote equality and help every pupil benefit from education, with particular regard paid to pupils with disabilities and additional support needs, and to Gaelic and other lesser used languages;
  - to work with parents to teach pupils respect for self and one another and their interdependence with other members of their neighbourhood and society, and to teach them the duties and responsibilities of citizenship in a democratic society; and
  - to equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society, and to encourage creativity and ambition.

## **2.4 Goals and objectives of school system**

- 2.4.1. Since 1999, the Scottish Executive has invested heavily in education to rebuild the foundations for a successful school system.
- 2.4.2. The teachers' agreement on pay and conditions of service, *A Teaching Profession for the 21<sup>st</sup> Century*, in 2001, was a landmark for Scottish education. It brought better recognition and better pay for teachers, alongside modernisation of out-dated terms and conditions of employment. Among the benefits flowing from the agreement are:
- a teacher induction programme providing a guaranteed and supported teaching post for newly qualified teachers to allow them to achieve the standard for full registration in one year
  - chartered teacher programmes providing increased rewards for teachers who demonstrate the very highest standards in the classroom, while ensuring these most capable teachers do not feel forced to move to management posts merely for financial return
  - a contractual obligation ensuring that all teachers undertake 35 hours of professional development each year to maintain and enhance their teaching skills

- remodelled career structure arrangements and the introduction of job-sizing resulting in a reduction in the layers of school management and better matching of pay to management responsibilities
  - agreement on clear roles for teachers and support staff with increased numbers of support staff releasing teachers' time to teach
- 2.4.3. The Scottish Executive has initiated the largest school building programme of modern times which will deliver 300 new, or substantially refurbished, schools by 2009, along with widespread improvements in many other schools. The Scottish Executive is supporting school building through Public Private Partnership projects with a capital value of over £2 billion, the Schools Fund capital grant of over £75 million per year, and the general capital resources available to local authorities under the prudential framework. This investment is transforming the learning and teaching environment for many young people and teachers, with well-designed, well-built schools that have modern facilities that should inspire young people, teachers and communities, and meet their aspirations and evolving needs.
- 2.4.4. The Scottish Executive has made considerable progress in opening up the opportunities of ICT for schools and young people: every pupil now has access to modern ICT facilities and the vast majority of schools are linked to the internet. The Scottish Executive is continuing to invest in improving communication links through the Scottish Schools Digital Network (GLOW - <http://www.glowscotland.org.uk/>) and is supporting broadband initiatives to increase capacity further.
- 2.4.5. Nevertheless, the Scottish Executive recognises that too many young people still come out with too little:
- the performance of the lowest attaining 20% of pupils in S4 has remained flat in recent years and around 15% of 16-19 year olds are not in education, employment or training;
  - the National Debate on Education showed that parents and teachers worry about the volume and nature of assessment and about a cluttered curriculum and that, from evidence from inspections, there are weaknesses in the structure and detail of the curriculum;
  - school inspections indicated important weaknesses in leadership across all formal sectors with major strengths in around two out of every five educational establishments.
- 2.4.6. In response to such challenges, the Scottish Executive launched *Ambitious, Excellent Schools* in November 2004. *Ambitious, Excellent Schools* highlights key reforms for the education system under five themes: heightened expectations, stronger leadership and ambition; more freedom for teachers and schools; greater choice and opportunity for pupils; better support for learning; and tougher, intelligent accountabilities.
- 2.4.7. The Scottish Executive aims to fulfil this agenda through:
- High expectations, high quality leadership and confident, ambitious schools.
- The Scottish Executive will act to support high quality school leadership and inspired, ambitious school communities.
- Professional freedom for teachers and schools to tailor learning to the needs of individual young people.



The people best placed to make judgements about the learning needs of individual young people are those who work with them most closely. Within a framework of clear national standards and local authority support, teachers and other professionals in schools must have the freedom to exercise their professional judgement to deliver excellent learning and teaching. The Scottish Executive is committed to give them that freedom.

- Choice and opportunity for young people to help each of them realise their own potential.

Scotland's young people have a very wide range of individual skills, talents, aspirations and enthusiasms and their success comes through realising their individual potential. All young people should have a secure foundation in literacy, numeracy and other essential skills and capabilities to help them achieve their potential. The Scottish Executive will act to give young people the opportunity to gain these essential skills, and to give each of them the opportunity to choose and develop the other personal skills and talents most important to them.

- Support for learning for young people in challenging circumstances.

Many young people face challenges in their lives that, left unaddressed, would limit their capacity to learn and succeed. Those challenges may be temporary or long term. The Scottish Executive aims to give these young people the best opportunities to develop their potential through better support for learning.

- Tough, intelligent accountabilities.

Delivering excellence in education requires both professional freedom and public accountability. Scotland already has a world renowned system of inspection and evaluation: The Scottish Executive will build on this to ensure further, sustained improvement in Scotland's schools. The Scottish Executive's role focuses on the national framework to ensure that Scotland performs well, stands comparison with other high performing nations, and that the performance of Scottish education improves over time. The Scottish Executive expects local authorities to drive improvement at the local level and to add value to the work of their schools.

- 2.4.8. Schools play a vital part in achieving these rounded outcomes for young people. But they cannot do so in isolation from other influences on young people's lives. Schools work with other agencies, such as health services, leisure services, social work, police, the Children's Reporter and the private and voluntary sectors. For example, social work and the Reporter help address issues in some children's lives that are barriers to educational progress; and schools work closely with health and leisure services to ensure children are active and healthy, with youth justice teams to tackle offending behaviour, and with social work to identify cases where there are concerns about child protection. The programme for schools described in *Ambitious, Excellent Schools* is an integral part of Scotland's wider strategy for ensuring all children and young people reach their full potential.

## **2.5 Teacher unions**

- 2.5.1. There are four school teacher associations in Scotland: the Educational Institute of Scotland (EIS), the Scottish Secondary Teachers' Association (SSTA), the Professional Association of Teachers (PAT) and the National Association of Schoolmasters/Union of Women Teachers (NASUWT). In addition to their involvement with the pay and conditions of service of teachers, the four teacher associations also take a considerable interest in curriculum matters and in any proposals for reform of the education system. While these four organisations include headteachers among their members, there are also two school leaders' associations:

the Association of Headteachers and Deputies in Scotland (AHDS) for headteachers and deputies from nurseries, primaries and special schools, and the Headteachers' Association of Scotland (HAS) for secondary headteachers. There are two representative bodies for headteachers in independent schools, both of which operate at a UK level: the Headmasters and Headmistresses Conference (HMC) and the Society of Headmasters and Headmistresses of Independent Schools (SHIMIS). The EIS also represents lecturers in the further education and higher education sectors.

## 2.6 Public perceptions of schools and teachers

2.6.1. An analysis of a series of public opinion polls in Scotland conducted in 1998 (during the devolution debate and referendum) included questions about schools, teachers and education. They show the public as generally being supportive of teachers and the educational system:

- more people thought it had improved since their own school days, especially older people and semi- and unskilled manual workers;
- 78% thought teachers were hard-working, although about the same proportion denied they were overpaid;
- 70% of respondents believed them to be in touch with children, and to be generally undervalued by society;
- roughly the same proportion thought that there was insufficient discipline in schools, and marginally more thought that qualifications were easier to get than 5 or 10 years ago.

2.6.2. In 2005, HMIE surveyed the views of parents on a number of aspects of their child's education. This research formed part of a major report, *Improving Scottish Education*, which was published on 21 February 2006. The findings showed, *inter alia*, parents either strongly agreeing or agreeing that high standards were set for pupils' attainment, mutual respect existed between teachers and pupils, and that schools were well led:

### *Primary*

- 38% strongly agreed and 57% agreed that teachers in their child's school set high standards for pupils' attainment;
- 45% strongly agreed and 49% agreed that their child's school encouraged him/her to work to the best of his/her ability;
- 36% strongly agreed and 59% agreed that there is mutual respect between teachers and pupils at their child's school;
- 49% strongly agreed and 45% agreed that their school was well led.

### *Secondary*

- 31% strongly agreed and 61% agreed that teachers in their child's school set high standards for pupils' attainment;
- 34% strongly agreed and 56% agreed that their child's school encouraged him/her to work to the best of his/her ability;
- 19% strongly agreed and 66% agreed that there is mutual respect between teachers and pupils at their child's school;
- 37% strongly agreed and 56% agreed that their school was well led.

## CHAPTER 3: SCHOOL GOVERNANCE AND LEADERSHIP

### 3.1 School leadership in Scotland

#### *How school leadership is conceptualised*

- 3.1.1. The importance the Scottish Executive attaches to school leadership and the development of leadership capacity is reflected in a series of documents and frameworks for guidance that have been developed in recent years from HMIE's *Improving Leadership in Scottish Schools* to the Scottish Executive's *CPD for Educational Leaders*. These sit within the broader context of an ongoing dialogue about ambitions for Scottish education instigated in the National Debate and the significant educational developments, initiatives and reforms set out in *Ambitious, Excellent Schools* and *A Curriculum for Excellence*.
- 3.1.2. In the previous century much of the emphasis on promoted posts in schools, as in other organisations across different sectors, was on the management skills required to do the job. Today the debate has turned to the role of the leader and his/her relationship to the effectiveness of the organisation.
- 3.1.3. A leader secures the support, commitment and enthusiasm of staff and so enables the smooth and effective running of often-complex systems of management. In Scotland, school leadership is about defining what the future should look like, agreeing a shared vision and inspiring others to make it happen, even in the face of adversity.
- 3.1.4. Effective management is vital for the successful progress of any educational establishment. Management, however, might more appropriately be viewed as the practical application of leadership skills. Effective leadership provides positive direction and purpose. Effective management ensures that purpose can be achieved. Management involves a variety of activities, including:
- Communicating and consulting
  - Selecting and managing staff
  - Establishing structures and policies
  - Delegating
  - Monitoring
  - Evaluating
  - Problem-solving
  - Planning
  - Budgeting.
- 3.1.5. The professional actions of educational leaders are driven by their professional identities, experiences, values and commitments, underpinned by their knowledge and understanding and given expression through their professional and personal abilities mediated through their relationship with others. These elements determine whether or not leaders' actions are likely to be effective in the success of the organisation in promoting the learning achievements of pupils.
- 3.1.6. In 2003, *CPD for Educational Leaders* established a framework based on the notion of professional progression in educational leadership through four broad levels. The framework is intended to provide a means of promoting professional development and is not intended to provide a structure for managing schools:

- **Project Leadership** For teachers who have, or may take on, responsibility for leading a small-scale project. This refers to teachers possibly quite early in their careers, who wish to develop their leadership skills, for instance in an area related to curriculum development or supporting pupils' learning, or through a small school-based research project.
- **Team Leadership** For teachers who, in addition to leading small-scale projects, have regular responsibility for leading either permanent teams of staff or task groups/working parties. This might be particularly relevant to aspiring and established principal teachers, whether their responsibilities are primarily in the areas of the curriculum or of guidance.
- **School Leadership** For staff who lead projects and teams, and who have, or are seeking, overall responsibility for an aspect of leadership across an establishment. This might include teachers or principal teachers who aspire to membership of a senior leadership team and to established members of such teams. Some members of senior leadership teams will aspire to headship, and the achievement of the Standard for Headship might be sought within this level.
- **Strategic Leadership** For staff who, in addition to project, team and school leadership responsibilities, have overall responsibility for the leadership of an establishment or are leading strategic initiatives at local or national level. This is particularly relevant to headteachers, and to those working in the education service who have a strategic role in improving Scottish education.

### ***Building leadership capacity into the system***

3.1.7. The Scottish Executive sees the role of leadership in schools and the wider educational community growing in importance. Increasingly effective leadership is understood as being about more than the actions, beliefs or qualities of a single individual and includes the contribution many people make to leadership. This raises important questions of how to identify and develop the leadership capacities and dynamics which contribute to successful schools and which are needed for the future. The objective the Scottish Executive has in developing leadership is to help achieve the aspiration that all children and young people 'develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors to society' (*A Curriculum for Excellence*) and to assist schools in their leadership work, not add to their workload. *The Standard for Headship – A Consultation Paper* recognises that 'headteachers ... are not the only source of leadership ... [they] contribute to the development of leadership at all levels and among all learners. ... Schools with such leadership capacity reflect the democratic values and participative citizenship on which Scottish education is based.' This point is reflected and developed in *Leadership – A Discussion Paper* which states that 'effective leadership is understood as being about more than the actions, beliefs or qualities of a single individual and includes the contribution many people make to leadership'. It is accepted that all teachers daily provide leadership within their classrooms and contribute to educational leadership within their schools through professional dialogue, discussion, research, sharing of ideas, critical reflection, and sharing of practice whether through formal management structures or through less formal contact, discussion and observation. Within this context the leadership and management roles specific to headteachers have required reconsideration.

3.1.8. The guiding ideas which the Scottish Executive thinks can help focus this work are as follows:

- Developing leadership capacity that serves young people in Scottish schools and the wider educational community
- Connecting people and projects with a focus on leadership development

- Developing expertise among educators, leaders, teachers, coaches, consultants and academics to support the ongoing work of leadership development and grow the resource available to the wider educational community
- Developing a practical and critical understanding of the educational leadership challenges we face and developing abilities to deal with these
- Growing skills, developing expertise and resources, investing in methods and approaches that support the development of leadership practice
- Collaborating with others who contribute to the development of leadership more widely within Scottish society.

3.1.9. A key aim of the broad programme is to identify leadership development priorities, generate innovation and introduce new approaches. Currently the Scottish Executive sees priorities in these areas:

- Leading school transformation and improvement
- Leading and managing in an integrated children's services context
- Leading teaching and learning as the "leading learner" or "leading professional"
- Leading broader educational communities.

3.1.10. There is a growing consensus within Scotland about the methods and approaches which contribute to effective educational leadership development. The broad programme aims to promote, support and further develop approaches which contribute to a general strengthening of leadership development such as:

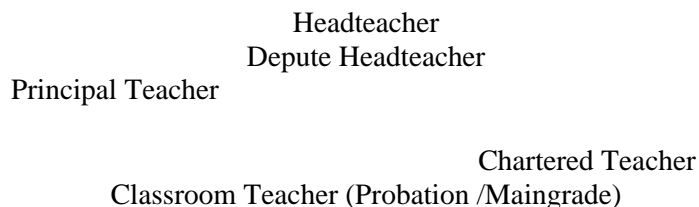
- collaborative networks which focus on the development of practice, problem solving and shared learning
- coaching and mentoring opportunities
- opportunities to step back, review, reflect and develop personal leadership practice and learn from practice in other educational systems and in other organisational contexts
- formal programmes and frameworks designed to support progression and career development for education professionals
- research projects which contribute new learning
- seminars, master classes, conference and speaker programmes which provide access to thought leadership and leading practice.

3.1.11. As these approaches and practices develop, the Scottish Executive hopes to see:

- Educational leaders, teachers and others with leadership roles extending the contribution they make to professional development and leadership practice
- Teachers and other professionals increasingly working in coaching and mentoring roles in which they provide support and challenge for colleagues
- A growing collaboration between schools, local authorities and other educational partners that contributes to developing leadership capacity and dynamic in Scottish education.

### ***Teachers occupying formal positions of authority***

- 3.1.12. Career opportunities within schools in Scotland reflect the new, simplified career structure introduced in April 2002. The new structure is common to the primary and secondary sectors and comprises four levels:



- 3.1.13. Although all teachers are expected to assume leadership roles, headteachers, depute headteachers and principal teachers are those who have formal management responsibilities within schools.

### **3.2 Roles and responsibilities of school leaders**

- 3.2.1. The roles and responsibilities of headteachers, depute headteachers and principal teachers were clarified within the terms of the 2001 teachers' agreement, *A Teaching Profession for the 21<sup>st</sup> Century*. The organisations involved in the development of this framework were as follows: CoSLA (representing the local authority employers); AHDS, EIS, HAS, NASUWT, PAT, SSTA (the six teacher organisations); and the Scottish Executive.

#### ***Duties of the Primary Headteacher (and Depute Headteachers)***

- 3.2.2. Responsibility is delegated from local authorities to headteachers for the administration and management of schools. In carrying out their specific duties headteachers rely heavily on the co-operation of their staffs, especially promoted members of the team. The role of the depute headteacher is to assist and, where necessary, to deputise for the headteacher in the conduct of school affairs.
- 3.2.3. The role of the headteacher (and of the depute headteacher when deputising for the headteacher) is, within the resources available, to conduct the affairs of the school to the benefit of the pupils and the community it serves, through pursuing objectives and implementing policies set by the local authority under the overall direction of the Director of Education. The headteacher is accountable to the local authority for the following list of duties and for such other duties as can reasonably be attached to the post:
- responsibility for the leadership, good management and strategic direction of the school
  - responsibility for school policy for the behaviour management of pupils
  - the management of all staff and the provision of professional advice and guidance to colleagues
  - the management and development of the school curriculum
  - to act as adviser to the School Board and to participate in the selection and appointment of the staff of the school
  - to promote the Continuing Professional Development (CPD) of all staff and to ensure that all staff have an annual review of their development needs
  - working in partnership with parents, other professionals, agencies and schools
  - to manage the health and safety of all within the school premises.

- 3.2.4. Crucial to the success of any school is the headteacher's management of staff, resources, curriculum, pupil assessment, liaison, public relations, school ethos and development plan. Management of staff includes the responsibility of identifying their needs through a system of professional review and development (PRD) and providing access to appropriate staff development activities. Management of resources is ultimately the responsibility of the headteacher but there is an expectation that all teachers will play their part in this. It is common for staff to be involved in agreeing resource priorities for the school as a whole, as well as for individual classes. Under the defined arrangements for devolved school management (DSM), local authorities must allocate at least 80% of the available financial resources (albeit with certain restrictions on spending powers) to the schools themselves (in effect, to the headteachers). Headteachers are now expected to carry out a regular, comprehensive review of resources and report to the School Board.
- 3.2.5. Management of the curriculum and of pupil assessment is a particularly important part of the headteacher's work. In 1993, SEED's predecessor (the Scottish Office Education Department: SOED) completed the publication of a comprehensive series of documents setting out advice on the curriculum of primary schools, under the title: *Curriculum and Assessment in Scotland: 5-14 National Guidelines*. Schools are expected to use these documents to provide their own programmes, tailored to their needs and resources. It is the responsibility of each headteacher to see that this is done and that teachers take account of the advice provided.
- 3.2.6. In practice, primary teachers usually work together with their headteacher to discuss and formulate how the curriculum can best be implemented in their school, frequently taking advice and help provided by their local authority. Each teacher is expected, taking due account of the abilities and progress of his/her class and the individual pupils in it, to produce a planned programme and to record coverage of the work done, usually on a monthly basis. Headteachers discuss these plans and records regularly with each teacher to ensure that the work is appropriate and to monitor the continuity and progression of pupils' classroom experiences, both during the school year and from one year to the next.
- 3.2.7. Management of partnership covers the school's links with the local authority and the support services, such as the medical service, the psychological service and the social work service. It also involves relations with pre-school establishments and with the secondary school or schools to which the primary school will send on its pupils. Management of public relations involves interaction between a school and its School Board, its parents and community. In recent years considerable attention has been given to school ethos, i.e. to developing and maintaining a positive atmosphere in which pupils feel secure and are encouraged to learn, an ambience in which relationships and discipline are good and both morale and expectations are high. The concept of a good school ethos is increasingly seen as relating also to the establishment of sound links with the world of work and to the development of values of good citizenship and a positive international outlook.
- 3.2.8. Management of school development involves evaluation of how well the school is functioning and performing overall and then planning for its future. Every school, primary and secondary, is now required to have a School Development Plan. This involves the headteacher, along with senior promoted staff, in evaluating the school's performance and planning ahead for the next 2-3 years. The final plan, which must be submitted to the local authority for approval, should take account of the national priorities and of the authority's priorities as well as its own and should cover almost every aspect of the work of the school. It should state clearly what specific actions the school proposes to take to improve its own performance. Proposed actions have to be budgeted for within the financial limits set by the local authority.

### ***Duties of the Secondary Headteacher (and Depute Headteachers)***

- 3.2.9. As with primary schools, responsibility for the administration and management of secondaries is delegated to the headteacher. The role of the depute headteachers is to assist and, where necessary, to deputise for the headteacher in the conduct of school affairs.
- 3.2.10. Secondary headteachers (and depute headteachers when deputising for the headteacher) carry, within the terms of *A Teaching Profession for the 21st Century*, the same responsibilities as are indicated above for primary headteachers. Some aspects of these responsibilities differ in secondary schools, because of the differences in the size of the school, its staff and the promoted staff team and in the requirements of secondary, as against primary, education.
- 3.2.11. Significant additions to management responsibility shared among the headteacher and the depute headteachers include, for example, organising and ensuring implementation of a curriculum offering appropriate choices to pupils beyond the age of 14. Secondary schools are responsible for constructing their own curriculum and timetable. The construction of the timetable is usually a major responsibility for a member of the senior promoted staff. It will take into account, for example, the advice from SEED in the documents setting out the 5-14 Programme, as far as they apply to pupils aged 12 to 14, and the advice on curriculum balance offered by LTS. It will also take account of the advice of the local authority (authorities have a range of structures: many no longer have an advisory service as such) and in its policy statements, for example on such matters as equality of opportunity for pupils and multi-cultural education.
- 3.2.12. Management of partnership in secondary schools includes, as well as the school's links with the local authority and its support services, links with the associated primary schools and relations with further education colleges and universities. In some areas, where certain subjects in the senior classes may be taught in one establishment - school or further education college - but not in another nearby, liaison about timetabling is particularly important to enable senior pupils to commute.
- 3.2.13. Public relations are important in secondary schools. Headteachers must develop relations with local commerce and industry, so that places may be found for work experience for senior pupils.

### ***Duties of Principal Teachers***

- 3.2.14. There have been significant changes in the management structures in schools with the introduction of principal teachers in primary schools and developments in the role of principal teachers in secondary schools as either curriculum leaders or leaders in the area of personal support. The role of principal teachers in leading initiatives and teams is vital for the enhancement of pupil achievement and well being. Under *A Teaching Profession for the 21<sup>st</sup> Century*, principal teachers are expected to take responsibility for the leadership, good management and strategic direction of colleagues; oversee curriculum development and quality assurance; contribute to the development of school policy in relation to the behaviour management of pupils; direct management and guidance of colleagues; review the CPD needs, career development and performance of colleagues; provide advice, support and guidance to colleagues; assume responsibility for the leadership, good management and strategic direction of pastoral care within the school; contribute to the development of school policy for the behaviour management of pupils; assist in the management, deployment and development of pastoral care staff; implement whole school policies dealing with guidance issues, pastoral care, assessment and pupil welfare; and work in partnership with colleagues, parents, other specialist agencies and staff in other schools as appropriate.



### **3.3 Challenges confronting school leadership**

#### ***Duty of care, the unpredictable realities of practice and management of the irrational.***

- 3.3.1. Leadership is normally associated with an appropriate level of responsibility. The distribution of responsibilities in case of crisis or difficulty is not necessarily the same as distribution of leadership. A central responsibility of headteachers is the Duty of Care and associated responsibilities towards staff and pupils.
- 3.3.2. Where incidents and conflicts arise, by their nature in an unpredictable way, responses require to be immediate and longer term, carefully judged and sensitive to possible formal or legal consequences. Often headteachers have to deal with emotionally charged situations requiring psychological robustness and resilience. The ability to communicate a professional response to the irrational, to de-escalate and to secure co-operation can be a major challenge to school leaders.

#### ***Development and implementation of concepts of distributed leadership***

- 3.3.3. A number of educational stakeholders in Scotland feel that the development and implementation of concepts of distributed leadership have created the challenge of reconceptualising the role of the headteacher and other school managers. This has required headteachers and other school managers to display a wider range of skills than in the past.
- 3.3.4. Making teams work, resolving interpersonal conflict, identifying and sharing good practice delegating leadership roles to others (in particular to pupils and parents) remain major challenges for school leaders.

#### ***A Teaching Profession for the 21<sup>st</sup> Century***

- 3.3.5. This has necessitated a climate of consultation within schools which requires new skills on the part of headteachers and senior member of staff. Another significant development introduced by *A Teaching Profession for the 21<sup>st</sup> Century* was the requirement of formal negotiation and agreement on the school working time agreement.

#### ***The relationship between 'leadership' and 'management'***

- 3.3.6. There is some confusion in the use of the terms 'leadership' and 'management'; while leadership is distributed and management more open and consensual, a number of stakeholders feel that there remain specific management skills which headteachers require and which should be formally recognised.

#### ***Ever wider and higher social and community expectations***

- 3.3.7. School leaders face challenges of ever wider and higher social and community expectations. Schools are expected to raise attainment as measured in terms of certification and to support more broadly defined achievement. Simultaneously schools are held, at least in part, responsible for the behaviour and attitudes of young people throughout their local communities.
- 3.3.8. There are also particular expectations of headteachers arising from Scotland's history and society. Headteachers as dominant authority figures are enshrined in popular myth, culture and sub-cultures. Notions of 'strong' and 'weak' headteachers can be very powerful in shaping expectations and in defining the identity that the school leader has to come to terms with (often to adopt) in order to survive in the environment.

- 3.3.9. Often the expectation is clearly contradictory: for example, a strong emphasis on discipline and uniformity sits uneasily with a desire to promote individuality and diversity.

#### ***Accountability pressures***

- 3.3.10. Headteachers are formally accountable not only to their local authority but also through inspection processes. The range of measures of accountability, it is felt by a number of stakeholders, grows year by year. It is also felt that publication of accountability measures becomes ever more common and open to media interpretation and public comment.

#### ***Increased range of personnel within and out-with schools***

- 3.3.11. Almost all schools in Scotland have non-teaching staff either on a full-time or part-time basis. In primary schools these are normally secretarial staff (even small schools are likely to have some secretarial help a few hours per week), janitors, who are responsible for the care of the property, and auxiliaries, who support teachers in a wide variety of ways. In secondary schools there are likely to be several non-teaching members of staff in the above categories. Secondary schools may also have in addition a librarian, technicians, and instructors who teach pupils to play musical instruments. Special schools and mainstream schools where there are children with special needs will also have auxiliaries to help some of these children. These members of staff are employed by the local authority but are paid salaries which are negotiated separately by the various trade unions and organisations which represent them. The ability to lead non-teaching staff is felt to be a major challenge facing school leaders in Scotland.

#### ***Technological and pedagogical innovations***

- 3.3.12. One of the main opportunities, both technological and pedagogical, facing school leadership is the Scottish Schools' Digital Network (GLOW), an intranet for all Scottish education users. The collaborative tools, such as net conferencing and interest groups, have the potential to allow new relationships to develop and facilitate leadership at all levels. In addition, the content delivery facilities, such as document management and the virtual teaching and learning environment enable dissemination of interesting leadership practice. While ongoing professional development is required to support GLOW, it is fortunate that other intranet initiatives such as Heads Together, which is widely used by headteachers, have laid foundations on which future developments can grow and evolve.
- 3.3.13. Technical innovations are presenting challenges to the power relationships within schools as young people are generally much more skilled, confident and comfortable in the new and rapidly evolving media than those charged to teach them. Coupled with this is the clear national expectation that the population becomes skilled in high value ICT competencies (Smart Successful Scotland). This divergence between an evolving technological environment and the slower pace of evolution within schools presents particular problems for leaders in education.

#### ***OECD Schooling for Tomorrow: What Schools for the Future***

- 3.3.14. Developments in the models of leadership within Scottish education can be related to the results of the Schooling for Tomorrow programme of the OECD Centre for Educational Research and Innovation published as *What Schools for the Future?*. School education in Scotland reflects moves towards what the Report describes as 're-schooling' scenarios. (These contrast with the 'status quo extrapolated' and 'de-schooling' scenarios.) Schools in Scotland now carry out some of the functions and have some of the characteristics of both of the 're-schooling' scenarios which are there described: 'schools as core social centres' and

‘schools as focused learning organisations’. There are major implications for the roles carried out by headteachers in Scotland’s schools.

### **3.4 Distribution of responsibilities for decision making**

#### ***Financing and resource allocation***

##### *Financing of education*

3.4.1. Education is the most expensive service provided by local authorities, absorbing just over half of their annual expenditure. In addition to an annual grant from the Scottish Executive, education services are financed from resources raised by Council Tax (a tax related to tenancy and to the ownership of housing) and non-domestic rates (a tax on business premises). Once the education budget is agreed, the education committee in each local authority then decides on the level of support to be given to its schools. Thereafter, the local authority's education department is responsible for implementing the education committee's policies and ensuring that the money allocated under the approved budget headings is spent appropriately. Individual schools are to a considerable extent (at least 80%) responsible on a day-to-day basis for managing their own budgets. These arrangements apply to the appointment of some staff additional to the school's normal complement (who are paid by the local authority), running costs, teaching materials and a number of other items.

3.4.2. Capital expenditure on new buildings, modernisation projects and equipment is financed by local authorities within broad capital expenditure limits laid down annually by Government. These limits cover all local authority capital programmes.

##### *Allocation of teacher time*

3.4.3. In accordance with *A Teaching Profession for the 21st Century*, teachers work 35 hours per week. Working hours have been gradually amended so that all teachers work a 35-hour week, with no more than 22.5 hours of class contact time.

3.4.4. The difference between the maximum class contact time and the 35 hour working week is made up of an entitlement of 1/3 of class contact time (ie a maximum of 7.5 hours) for work relevant to individual teaching duties, including preparation and correction of pupils' work. The use of the remaining time (i.e. time beyond the combined class contact and preparation/correction allowance) is subject to agreement at school level and should be planned to include a range of activities, such as:

- additional time for preparation and correction
- parent meetings
- staff meetings
- formal assessment
- preparation of reports, records, etc
- curriculum development
- forward planning
- CPD
- additional supervised pupil activity
- professional review and development.

3.4.5 The plan of activities, taking into account the particular needs of the school, is drawn up by the headteacher, in consultation with staff, within guidelines provided by the local authority. The timetable of activities for each school term should, if possible, be published at least one week before the end of the preceding term.

3.4.6. An additional contractual 35 hours of CPD per annum was also introduced under *A Teaching Profession for the 21st Century*.

### ***Curriculum development and implementation***

#### *School timetable*

3.4.7. There is no fixed daily and weekly timetable applying to schools in Scotland. The law does not define the length of the individual school day or week for pupils. These are matters for the discretion of local authorities. Authorities do, however, adhere to a widely accepted norm for the length of the pupil week in primary schools - 25 hours (with reduced hours for younger classes); secondary pupils having widely accepted norm of 27.5 hours per week in class. There are usually two school openings a day - morning and afternoon - which are separated by a break for lunch. The lengths of the morning and afternoon are not fixed and the length of the lunch break can vary considerably from place to place. The school day is in most cases encompassed between the hours of 9.00 and 15.30. There is no centrally set timetable, nor is there a fixed lesson length.

#### *School year*

3.4.8. For pupils in both primary and secondary schools the academic year covers three (many now refer to 4 terms ie with the October holiday separating terms 1 and 2) terms and lasts a 190 days (38 weeks) (may be a legal minimum but 190 days is the actual year everywhere because of contract). Teachers work one week more, devoting five days to in-service training as part of their contract, which is not related to the additional 35 hours per annum requirement of CPD introduced by *A Teaching Profession for the 21<sup>st</sup> Century*.

3.4.9. The school year begins in mid-August and there are breaks of one or two weeks in October, December/January and March/April, the length of the break being a matter for decision by each local authority. Some local authorities also have a short break in mid-February. Schools also have a small number of single day holidays, usually on Mondays. These are determined locally and reflect Scotland's system of local holidays. The closure for the longer summer holidays takes place around the end of June. The actual dates of the school terms vary according to the local authority. Independent schools, particularly the independent boarding schools, tend to have a slightly shorter school year and some follow traditional English dates for holidays.

#### *Curriculum: Primary schools*

3.4.10. The curriculum in Scottish primary schools is not determined by statute or regulation but is influenced by advice from SEED in the various publications under the general title of the 5-14 Programme. The aim of the curriculum is to provide breadth, balance, coherence and progression, and to attain this the curriculum has been divided into a number of broad areas, set in an appropriate balance. Progression is assessed by attainment of 6 levels based on an expectation of the performance of the majority of pupils at certain ages between 5 and 14. It is recognised that pupils learn at different rates and some will reach the various levels before others. The curricular areas are:

- language (including English, Gaelic where appropriate, and a foreign language)
- mathematics
- environmental studies (science, technology, geography, history, modern society)
- expressive arts (art and design, drama, music, physical education)
- religious and moral education
- health education and personal and social development.

- 3.4.11. The class teacher is expected to be able to teach all aspects of the curriculum but, in practice, may well receive support for at least part of the year from visiting teachers of art, drama, music and physical education.
- 3.4.12. Knowledge and understanding of language and use of the skills of talking, listening, reading and writing permeate the curriculum but are the particular concern in the English and foreign language aspects of the curriculum. From Primary 6 onwards all pupils in Scotland are entitled to the experience of learning a modern language. For those children who are native speakers of Gaelic a number of schools teach in that language and in some schools pupils are able to learn Gaelic as a second language.
- 3.4.13. While time allocations to the various curricular aspects are not determined by regulation, the 5-14 National Guidelines recommend that in each week 20% of the available time should be devoted to language, 15% to mathematics, 15% to environmental studies, 15% to expressive arts, and 15% to religious and moral education, health education and personal and social development. This leaves 20% of the time flexible - to be allocated at the discretion of the school.
- 3.4.14. In August 2001 SEED issued a circular (Circular 3/2001) to local authorities setting out the degree of flexibility within current guidance on the delivery of the school curriculum. Schools are encouraged to make appropriate adaptations of the curriculum to suit their particular pupils and circumstances.
- 3.4.15. This flexibility is central to meeting the purposes and principles of education 3 to 18, as outlined in *A Curriculum for Excellence*, in November 2004. In their response to this document, the Scottish Ministers gave a commitment to create a single, coherent Scottish curriculum 3-18. They outlined a number of key areas of work to achieve this, including de-cluttering the curriculum in primary schools to free up space for children to achieve and teachers to teach. This is being taken forward as part of a larger programme of curricular review.

*Curriculum: Secondary schools*

- 3.4.16. The curriculum in Scottish secondary schools is not laid down by law, but advice on the curriculum of the secondary school has been given to all schools in the document: *Curriculum Design for the Secondary Stages* (1987, revised 1999) by the Scottish Consultative Council on the Curriculum, now Learning and Teaching Scotland.
- 3.4.17. SEED issued to local authorities in August 2001 a circular (Circular 3/2001) setting out the degree of flexibility within current guidance on the delivery of the school curriculum. Schools are encouraged to make appropriate adaptations of the curriculum to suit their particular pupils and circumstances.

*Examination and certification: Primary schools*

- 3.4.18. There are no formal certificates awarded to pupils for work in the primary school. Some schools and education authorities use various kinds of informal certificate of their own devising to reward pupils for good work and to motivate them.

## *Examination and certification: Secondary schools*

### Lower secondary

- 3.4.19. There is no formal certification in the first two years of secondary education, though schools are expected to report to parents on pupils' attainments within the 5-14 curricular programme, based on school assessments and National Assessments in English and mathematics.
- 3.4.20. At the end of the four years of lower secondary education pupils are eligible to receive the Scottish Qualifications Certificate (Standard Grade) of SQA. This profile-type certificate, intended to be attainable by all pupils, is gained by external examination together with an element of assessment carried out by the school itself and moderated by SQA. However, the "Age and Stage Restrictions", which regulate when young people may take their Standard Grade and National Qualifications examinations, have recently been relaxed. From session 1999-2000 schools have, in appropriate cases, presented candidates for Standard Grade examinations in S3.
- 3.4.21. The current system of external examinations at the end of S4 derives from the recommendations of the *Dunning Report: Assessment for All*, published in 1977, which argued for a new Standard Grade system covering S3 and S4. In Standard Grade courses, pupils are assessed against performance standards related to three levels of award: Foundation, General and Credit. Criteria for achievement for each level have been set out which give a description of what candidates achieving the award should know and be able to do. A Grade 1 award at Credit Level indicates a high degree of mastery at that level, while Grade 2 indicates a satisfactory degree of mastery. Grades 3 and 4 operate similarly at General Level as do Grades 5 and 6 at Foundation Level. The award is thus based on the achievements of the individual measured against stated standards, rather than on how his or her achievements compare with those of other candidates.
- 3.4.22. Within a Level, e.g. Credit, on all courses pupils (or any adult candidates) have to provide evidence of achievement in all the basic aspects or 'elements' of the subject. For example in English, there are separate assessments for Reading, Writing and Talking, as well as an overall grade. A 'profile' of performance stating the grade obtained in each element appears on the certificate beside the overall award for the course. Elements are assessed in a variety of ways. In the majority of courses pupils have to demonstrate attainment in oral or practical skills and these skills are usually assessed internally by the class teacher on the basis of work done during the course.
- 3.4.23. Some elements, such as Writing in English, are assessed on the basis of a folio submitted to SQA and a written examination. Others are assessed only through a written examination. In all cases, even where an element is assessed externally, teachers submit estimates to SQA, which may be used with supporting evidence to improve the pupils' grades in cases of disagreement. If an assessment is not available for any element, for whatever reason, no overall grade can be given for the course. The only exception to this is when a candidate with a particular disability follows an amended course excluding that element.
- 3.4.24. The official certificate issued by SQA setting out a pupil's achievement in Standard Grade courses also records any of the National Qualifications units which have been successfully completed. The school is responsible for carrying out the assessments of the work of pupils on these units, but SQA moderates school assessments to make sure that national standards are maintained.

## Upper secondary

- 3.4.25. The National Qualifications are available at five levels: Access, Intermediate 1, Intermediate 2, Higher, and Advanced Higher. The Intermediate 1 and 2 levels are equivalent to Standard Grade General and Credit levels.
- 3.4.26. National Qualification units bring together vocational and academic subjects to ensure that these are given equal status. A key aim of the new system is to allow students of all levels of ability to progress to the highest qualification of which they are capable by working through the tiers, although there is no requirement to study at every level.
- 3.4.27. Each new National Qualification course is at one of five levels and consists of 160 hours of study, made up usually of three 40-hour units plus an additional 40 hours for consolidation and revision. School pupils (or students in further education) achieve certification from SQA for any units which they pass at a level. Assessment of this achievement is the responsibility of school (or FE college) staff, moderated and quality assured by SQA. In addition, pupils/students are certificated for whole course achievement at a level, if they pass all the component units of a course (internal assessment) and also receive a grade, A, B or C, in the external examination for the course, which is set and marked by SQA. The vast majority of school pupils are entered for National Qualification courses, and so undergo both internal and external summative assessment. However, in the case of the Access level of the system, pupils who achieve three associated units receive an ungraded "Cluster Award" (from this year SQA has replaced the word 'cluster' by 'course') on the basis of their teachers' assessments and do not take an external examination.
- 3.4.28. Employers and higher education now give more weight to core skills (key competencies). These are important in the workplace, in study and throughout all aspects of life. The new system, as well as encouraging higher and broader achievement by all students and ensuring that they can undertake relevant subjects at the right level leading to recognised qualifications, encourages students to develop the core skills of working with others, problem-solving, communication, information technology and numeracy to the highest level of which they are capable. From 2000 every person receiving a Scottish Qualification Certificate has been able to obtain credit for Core Skills achievement through a Core Skills profile. Pupils receive their first Core Skills profile when they are 16, after sitting Standard Grades at school, and add to and build on this as they continue through education and training.
- 3.4.29. Scottish Group Awards, which were proposed as part of the new national Qualifications framework, are currently under review. These awards, at the same five levels as other National Qualifications, consist of combinations of courses and units which make up a coherent programme of study. It was envisaged that schools would offer more broadly based group awards (e.g. Science and Mathematics; Arts and Humanities; Technological Studies). The more specialised group awards (e.g. Care; Communication and Media; Engineering) were considered more likely to be offered in further education colleges and training centres.

## *Employment of teachers/leaders*

- 3.4.30. In Scotland, all teachers in the state sector, including those who occupy school leadership roles, are employees of local authorities. They are not civil servants. The nature of the service contract is a civil contract. Most teachers work on full time, permanent contracts, though local authorities also employ teachers on fixed term contracts, for instance, to replace staff expected to be absent for a lengthy period. A small proportion of teachers in primary and secondary education work on part-time contracts – about 6%. Teachers and school leaders in the independent sector are the employees of the schools with which they are associated.

#### *Admission requirements for primary school teachers*

- 3.4.31. Primary teachers enter the profession either through a course leading to a Bachelor of Education (BEd) degree or a Professional Diploma in Education (PGDE) course.
- 3.4.32. Entry qualifications to the 4-year course leading to the BEd degree and a Teaching Qualification (Primary Education) are similar to the general qualifications for entry to university in Scotland. Candidates are expected to hold the Scottish Qualifications Certificate with three passes at Higher level (Grade C or above) and a Standard Grade award in two further subjects. More specifically, for entry to a BEd course, passes in English at Higher level (Grade C or above) and in mathematics at Standard Grade (Grade 1 or 2), or equivalent qualifications, are necessary. There is a minimum entry age of 17 to BEd courses.
- 3.4.33. Entry to the one-year PGDE course leading to a TQ (Primary Education) requires the candidate to hold a degree of a United Kingdom university, or of an equivalent standard from an institution outwith the UK, and passes in English at Higher level (Grade C or above) and mathematics at Standard Grade (Grade 1 or 2) of the Scottish Qualifications Certificate, or equivalent qualifications.

#### *Admission requirements for secondary school teachers*

- 3.4.34. Most secondary teachers enter the teaching profession, after taking a degree, through the one-year PGDE course. However, a number enter through the BEd degree which is offered in a limited number of subjects and a number through combined degrees which include subject study, study of education and school experience.
- 3.4.35. Entry to the PGDE course leading to a Teaching Qualification (TQ) (Secondary Education), which is awarded in a named subject or subjects, requires a degree of a United Kingdom university (or one of an equivalent standard from an institution out with the UK) in which the candidate has sufficient breadth and depth of study for teaching the subject in Scottish secondary schools. A pass in English at Higher level (Grade C or above), or an equivalent qualification, is also necessary. Some subjects also have other specific requirements and those students intending to teach modern foreign language must also satisfy the training institutions of their oral proficiency in the language: they are also required to have spent a period of residence in a country in which the language is spoken.
- 3.4.36. Entry qualifications to BEd degree courses in music, physical education and technology leading to a TQ (Secondary Education) are governed by the Entry Memorandum. A pass in English at Scottish Qualifications Certificate Higher level (Grade C or above) is necessary. Equivalent qualifications from outwith Scotland are also acceptable. In the case of music and physical education, candidates have to satisfy the training institutions that they have the necessary technical skills to profit from the course. There is a minimum entry age of 17 to BEd courses.
- 3.4.37. In one university, where professional studies form part of the degree course, basic admission requirements are the same as for any other undergraduate course in the university. Students must have the required pass in Higher English (Grade C or above), or an equivalent qualification, at the time of entry to the education component of the course.

#### *Curriculum, special skills, specialisation for primary education*

- 3.4.38. Courses leading to the Teaching Qualification (TQ) (Primary Education) are based on the *Guidelines for Initial Teacher Education Courses* (1998) published by SEED.



- 3.4.39. For students aiming at the TQ (Primary Education) the BEd degree (a 4-year course) is directly related to the task of teaching pupils in the age range 3-12 in nursery and primary schools, but it must also provide intellectual challenge and a basis on which to build further training later in a teacher's career.
- 3.4.40. There are three major elements in the course: professional studies, curriculum studies, and school placement experience. Thirty weeks are spent in school experience which provides a focus for the whole course. It offers an opportunity to observe children and teachers; to practice different teaching styles; to develop the attributes of a primary teacher; and to gain some experience of the operation of a school as a whole.
- 3.4.41. Closely related to school experience is that element of the course designated professional studies, which is intended to give students the knowledge, skills, insights and attitudes that allow them to operate effectively in the primary school. It covers teaching methods (planning, delivery, assessment of pupils, and self-evaluation) and studies of the educational and social contexts of nursery and primary schools, of child development, and of the nature of the learning processes of children from age 3 to age 12.
- 3.4.42. The third element covers studies in the primary school curriculum to ensure that intending teachers have a reasonable level of competence and confidence to teach all areas of the curriculum. In addition to these three key elements of the primary BEd course the structure provides students with opportunities to choose particular areas for special study (e.g. music, computing, modern foreign languages, early education, or additional support needs).
- 3.4.43. The one-year PGDE course [36 weeks, 18 in professional placements] for primary teachers is intended to provide professional education for students who have already experienced at least three years of higher education and obtained a degree. It contains the same three closely inter-related elements: school experience, professional studies and curricular studies. As in the 4-year BEd course, the school experience element provides the focus for the training. The professional studies part of the course forms a single, coherent programme which, because of the constraints of time available, has to include the essential theoretical basis of the practice of teaching. The principal aim of curricular studies, constrained also by time, is to ensure an ability to plan, implement and evaluate teaching programmes in language, mathematics, environmental studies, religious and moral education, and the expressive arts (art, music, drama and physical education), with perhaps special attention to the expressive arts in which post-graduate students are unlikely to have had much involvement during their degree courses.

*Curriculum, special skills, specialisation for secondary education*

- 3.4.44. The courses leading to the TQ (Secondary Education) are based on the *Guidelines for Initial Teacher Education Courses* (1998; updated in 2006), published by SEED.
- 3.4.45. Most students aiming at the TQ (Secondary Education) take the one-year PGDE course. As in other teacher education courses, the period of school experience is considered to be of equal importance and students on this course must spend 18 of their 36 weeks in school placements. Professional studies, which are expected to be intellectually challenging and have explicit concern with the classroom and professional needs, have a place in the institution's element of the course as have subject studies through which students learn to relate their specialist subjects to the school curriculum, develop strategies and methods for teaching their subjects, and, in some instances, study further aspects of their subjects which are part of the school curriculum but have not been studied in their degree course.

- 3.4.46. At a number of universities professional education is offered concurrently with certain normal degree courses. Students take one semester of professional studies during their course and another (which includes the school placement element demanded by the Guidelines) after their main degree is completed, thus giving 3 ½ years for a General degree or 4 years for an Honours degree which also provides a TQ (Secondary Education).
- 3.4.47. Although the three elements of the 4-year BEd courses leading to a TQ (Secondary Education) in music, physical education and technology are the same as in the post-graduate course, subject studies assume a greater role as the aim of the course is to produce specialists. The music degree, for example, demands a high standard of practical musicianship and performance. Thirty weeks of placement are required in these courses, of which six in the case of the BEd (Technology) will be a placement in industry.
- 3.4.48. Assessment of teachers in training is carried out by members of staff in the university faculties in co-operation with the supervising teachers in school placements. In recent years schools have been encouraged to play a greater part in this assessment. Assessment of other elements of the course is by written examination or, as is becoming more common, by submission of project work undertaken by the student.
- 3.4.49. However, it is not sufficient for a student just to pass the examinations in order to be awarded a Teaching Qualification. A recommendation from the Principal of the university or the head of the education faculty or department, based on the agreed competences and Standard, to the effect that the student is a suitable person to become a teacher is also necessary.
- 3.4.50. On successful completion of the course students are awarded a TQ, which entitles them to provisional registration with GTCS in the category for which they have trained. They also have a profile which is intended for the information of employing authorities and the schools to which they are first appointed. This profile sets out the competences which they have achieved and their areas of strength. GTCS also require satisfactory evidence that the newly qualified teacher does not have a criminal record which would make him or her unsuitable to work with children.

#### *Continuing Professional Development*

- 3.4.51. *A Teaching Profession for the 21<sup>st</sup> Century* places a responsibility on local authorities and schools to provide adequate CPD provision to support developments in learning and teaching and also to ensure that opportunities exist for teachers to meet in full their commitment to a maximum of 35 hours' additional CPD in the course of the school session. It also requires that local authorities and schools have in place procedures to enable teachers, on an annual basis and supported by their line manager, to identify their CPD needs and agree a programme of CPD for the coming session. It places a responsibility on the individual teacher to agree a plan with their immediate manager, to undertake appropriate professional development including the additional 35 hours' CPD and to maintain a CPD record or portfolio.
- 3.4.52. Prior to *A Teaching Profession for the 21<sup>st</sup> Century*, local authorities routinely provided extensive CPD opportunities for teachers, often in the form of in-service courses (which still continue in Scottish schools) and meetings which have taken place during the school day, on in-service days, after school in evening and twilight sessions and sometimes at weekends. By making it explicit that CPD is a condition of service, *A Teaching Profession for the 21<sup>st</sup> Century* formalised the commitment on both sides and places teachers' CPD at the heart of the raising standards agenda.

- 3.4.53. *A Teaching Profession for the 21<sup>st</sup> Century* includes, as part of the duties of a headteacher, a responsibility 'to promote the continuing professional development of all staff and to ensure that all staff have an annual review of their development needs'. In reality, the key players are the school CPD co-ordinator, the line manager who conducts the review and the teacher himself / herself.
- 3.4.54. Several local authorities have made additional appointments to support teachers' CPD in the wake of *A Teaching Profession for the 21<sup>st</sup> Century*. Of these, most have top-sliced the CPD specific grant to appoint a LA CPD Co-ordinator and others have appointed or seconded additional staff from schools to bolster the local authority's capacity to meet the demand.
- 3.4.55. Some local authorities have developed their own, on-line management system for CPD. Others have bought into one of the range of systems which are now commercially available. Broadly, an on-line management system might be expected to provide:
- an on-line catalogue of CPD opportunities *via* the Council's internet or intranet
  - staff, teaching and non-teaching, able to browse and apply for suitable opportunities on-line
  - a CPD co-ordinator able to endorse or reject application
  - application processed centrally and accepted or rejected depending on availability
  - links to the National CPD website
  - links to other relevant CPD websites
  - a facility to enable central staff to interrogate individual and establishment CPD records, for purposes on monitoring staff CPD, generation of statistical returns and budget monitoring.
- 3.4.56. For many local authorities, geography is an important consideration in the provision of appropriate CPD for teachers and other staff. This particularly affects Highland and the Islands authorities where achieving best value requires that efforts be made to overcome the burden of transport costs and travel time. Argyll and Bute has developed, and regularly uses, video-conferencing to enable face-to-face discussions to take place over large distances and tracts of water. Several other local authorities, including those for whom geographical remoteness is not an issue, are developing on-line provision to give teachers' access to on-line CPD at any time.

#### *Evaluation of teachers*

- 3.4.57. Teachers in Scotland are not evaluated individually.

#### *Promotion of teachers*

- 3.4.58. Progression from probationer to main grade status since 1 August 2003 has been dependent on successful completion of the Standard for Full Registration. As of August 2002 all probationer teachers have been guaranteed a one year induction post which allows for 30% of the post to be dedicated to enhancing their professional development and completion of the Standard for Full Registration.
- 3.4.59. Principal teacher is the first line management position. Staff normally progress to principal teacher/ deputy headteacher/ headteacher by applying for posts advertised by local authorities. Any teacher qualified may apply for deputy headteacher and principal teacher posts regardless of the local authority in which the vacancy occurs. Progression to headteacher status is generally by qualification, although this is not a statutory requirement.

### *Dismissal of teachers*

- 3.4.60. Local Authorities have powers to grant early retirement and redundancy payments to their staff. They also have powers of dismissal on the grounds of misconduct or incompetence. A teacher cannot be employed by a Local Authority if GTCS, as it is entitled to do after investigation by its Disciplinary Sub-Committee has found that a teacher should have his/her registration cancelled.
- 3.4.61. As a general rule, the local authority should give a minimum period of notice of dismissal or early retirement of one week for each year of continuous service to a teacher, but with a minimum of four weeks and a maximum of 12 weeks. The minimum period of notice to terminate employment to be given by a teacher to the authority is four weeks for an unpromoted teacher and eight weeks for a promoted teacher. These arrangements, however, do not prevent an authority or a teacher from giving, or agreeing to give, a longer period of notice than the minimum.

### *Transfers*

- 3.4.62. Teachers are appointed by a local authority to its service and therefore, when necessary, a local authority can move a teacher to another school. Some local authorities, when faced with a surplus of teachers in subjects which no longer have as important a place in the curriculum or attract as many pupils as they once did, have offered these teachers re-training in another subject. It is not possible in Scotland, as a result of the rules relating to registration, for a secondary teacher to be re-deployed in a primary school without him/her having been provided with professional development opportunities to ensure that he/she has the appropriate professional skills and knowledge. However, a primary teacher can be employed in a secondary school, if GTCS is satisfied that they meet the necessary requirements. Because the Teaching Qualification (Secondary Education) is awarded in a named subject or subjects, it is not possible for a local authority to require a teacher to teach a secondary school subject (unless he/she has the appropriate skills and knowledge) for which he/she is not qualified.
- 3.4.63. However, it is open to all teachers to apply for posts in schools both in the local authority which currently employs them and in any other local authority, and most movement of staff takes place in this way. When teachers move to new posts their pension rights are conserved, and if they move to another post at the same level they retain their place on the salary scale. Many moves, however, are made for promotion.
- 3.4.64. The minimum period of notice which an unpromoted teacher must give on resigning from a post is four weeks. For promoted teachers eight weeks notice is required. These periods of notice normally only apply when a teacher is moving from one local authority to another.

### *Pupil intake*

- 3.4.65. Local authorities set out catchment areas for each of their primary schools. Children living within a catchment area are normally provided with a place at the school serving that area. Places at secondary school are also based on catchment areas. In addition, local authorities also send pupils from particular primary schools to linked secondary schools. Occasionally, there may be too many children for the number of places at a school. When this happens, local authorities will allocate places according to a clear set of rules. They will often do this by looking at how far a child lives from the school and whether they already have a brother or sister at the school.

- 3.4.66. Parents have the right to ask for a place at a school other than the local catchment area school. To do this, parents need to make a placing request to the local authority. If there is space at the school, local authorities must agree to the request. However, the authority does not have to expand the school to meet placing requests. The authority can also hold back places for children who may move into the catchment area. If there is space at the school, the local authority must agree to the request. If the placing request is turned down, parents can refer this decision to an independent appeal committee set up by the authority. If the appeal committee backs the authority's decision, parents can refer the case to the sheriff in their area.

### ***Replacement of school boards with parent councils***

- 3.4.67. Parents are represented through School Boards which exist for each school, with elected representatives of parents and teachers and members co-opted by these two groups. From August 2007, School Boards will be replaced by Parent Councils under the *Scottish Schools (Parental Involvement) Act 2006*. The new system is intended to be more flexible so that parents can decide the constitution, membership and functions of a Parent Council that best suits them and their local school.

## **3.5 Relative balance between autonomy, transparency and accountability**

- 3.5.1. The principles of autonomy and accountability are complex as headteachers are responsible to their school communities as a result of statute. This presents a potential for conflicting interests but in fact the system can be seen to have operated successfully for almost eighty years.
- 3.5.2. The introduction of devolved government in Scotland in 1997 presented an opportunity for politicians and the Scottish Executive to play a more active role in educational change. This has led to a changing emphasis in recent years which have also been a period of continuous change in curriculum, priorities, structures and assessment. Decisions over curriculum structures, personnel selection, accountability and budget are shared between local authorities and school leaders through development planning and accountability processes. A strong emphasis is given to student performance where school leaders are held to have a particular responsibility.
- 3.5.3. All of the above are subject to national scrutiny and oversight through the HMIE inspection processes. Present ministerial encouragement is for local government regimes of direction to move to those of support with increased autonomy and corresponding intelligent accountability.

## **3.6 Relative weight given to different leadership responsibilities**

- 3.6.1. The Scottish system of school management and governance (Mahony, MacBeath and Moos (1998) reflects a commitment to devolved school management (Lancaster and Martin, 2001) over the past decade with staffing budget safeguards, unlike the devolved resource model operated in England and Wales. Such an approach encourages local decision-making and prioritising. However the magnitude of headteachers' roles and the plethora of initiatives and expectations (Murphy, 2003; O'Brien, Murphy and Draper, 2003) ensures a range of tensions. Headteachers often complain that even though they know they should remain focused on strategic leadership, their attention is diverted to issues associated with the operational management of schools (*Improving Leadership in Scottish Schools*, 2001: 4-5). Some headteachers make the time to prioritise regular class contact whilst others find many reasons for not having the time.

- 3.6.2. Since the *Standards in Scotland's Schools etc Act 2000* and the publication of *National Priorities in Education*, schools and local authorities must provide School Improvement Plans (SIPs) based on consultation with parents and pupils and subsequently report on achievement. HMIE tend to focus more on outcomes (e.g. for school improvement planning), whereas some local authorities, despite their strategic role, remain focused on what is contained within the SIPs, leading to tensions. Other government initiatives such as *A Curriculum for Excellence* and 'New Community Schools' recognise the need for differentiated approaches taking local contexts and circumstances into account. Local authorities' plans and objectives also play an important role in determining local priorities, but occasionally the nature of consultation creates its own inherent tensions.
- 3.6.3. Headteachers in Scotland were previously provided (1990-98) with professional development opportunities, through government sponsored training materials (Management Training for Head Teacher [MTHT] modules), for management functions associated, *inter alia*, with Principles of Management, Finance, the Law, Resource Management but importantly also the Curriculum and Learning, and Teaching and Assessment. Such 'training' was not mandatory but many existing headteachers took advantage of some of the module provision. There are no statistics available for specific Module uptake thus there is little evidence that there was an inclination towards 'managerial' modules or to those concerned with teaching and assessment related issues. However, it has been claimed (Moos and Dempster, 1998: 107) that headteachers in Scotland 'are expected to be directly involved in supporting teaching and learning in the classroom with extensive curriculum knowledge'. Certainly the Standard for Headship in its various revisions (*The Scottish Qualification for Headship: Programme Outline*, 2005) and the related Scottish Qualification for Headship Programme emphasises values, skills and personal and intellectual attributes associated with being an effective school leader. Pragmatic approaches depending on context and situation are often exemplified as essential for successful headteachers (*Leadership development. How Government Works*, 2005) in order to realise strategic aims and school improvement.

### **3.7 Mechanisms for school collaboration**

- 3.7.1. All 32 local authorities in Scotland have direct processes for promoting collaboration amongst their schools. The cultural and political background over the past 9 years has changed from the notion of schools competing with each other for customers to one of schools collaborating for the benefit of clients.
- 3.7.2. The basic structure of such collaboration resides in horizontal, local or project groupings.

#### ***Horizontal collaboration***

- 3.7.3. Horizontal collaboration involving leaders at a particular level is common to all local authorities and involves ongoing work with representatives of that level. Normally members of directorates meet regularly with representatives of primary school headteachers to discuss issues of planning, operation and concern. Similar meetings tend to involve also headteachers from secondary and special schools. Seminars for school management, coaching and mentoring of headteachers are common in many local authorities in Scotland. Headteachers are expected to contribute to the development of the local authority as a whole through collaborative work with their peers. Meetings of principal teachers, often on a subject basis, also feature as horizontal collaboration. Most local authorities use ICT communication tools (eg First Class conferencing) to facilitate virtual communities. All local authorities have Advisory or Quality Improvement Teams who encourage schools leaders to share best practice and learn from their colleagues.

- 3.7.4. Nationally, the most significant collaborative network for school leadership is 'Heads Together' (LTS) – an online community where headteachers can share experiences, policies and ideas. The Scottish Centre for Interactive Technology hosts the National Priorities in Education website which from a library of useful resources has developed into a virtual community through its use of interactive papers stimulating discussion and debate.

#### ***Local collaboration***

- 3.7.5. Local collaboration involves leaders in different sectors and levels but in the same locality formulating solutions and strategies to meet determined needs. Local groupings of a secondary school and its associated primary schools have been well established over a number of years. These are in the process of evolving into various forms of Integrated Learning Communities where wider services – community, cultural services, social work, health and police services contribute to local partnerships for specific outcomes. Many local authorities are experimenting with local networks as a mechanism for the delivery of the integrated children's services agenda.

#### ***Project collaboration***

- 3.7.6. Project Collaboration is a key feature of school and local authority action to take forward educational initiatives. Project working groups often involve leaders from various parts of the services and their scope and range of interests depend on the nature of the specific project being taken forward. Present examples of such project collaboration would be the 'Health Promoting Schools' initiative, the development of inclusive practices, a 'Curriculum for Excellence' and 'Assessment is For Learning'.
- 3.7.7. School leaders are expected to develop productive partnerships in the wider community, while delegating and sharing leadership effectively.

### **3.8 Broader community service and development**

#### ***Community learning and development***

- 3.8.1. Since 1999 all local authorities have established Community Learning and Development Partnerships, comprising service providers from across the public and voluntary sectors. These work together to plan services at council and locality level. Partnerships include school, Further Education and Higher Education interests.
- 3.8.2. Community learning and development is seen as a key component of community regeneration and social inclusion policies. Local authorities are also required to provide community learning and development encompassing:
- adult education;
  - youth work;
  - community work;
  - the activities of voluntary organisations;
  - educational support for specific groups such as ethnic minorities and those with disabilities;
  - and the promotion of lifelong learning.
- 3.8.3. The 1998 report, *Communities: Change through Learning*, and the subsequent Scottish Office Circular 4/99 encouraged local authorities and their community planning partners to produce Community Learning Strategies and local plans to provide a structured framework for community learning and development. Community Education Circular 4/99 set out guidance to local authorities on the development of community learning strategies and plans. These

should be produced in association with communities and the range of organisations (including voluntary bodies) which offer educational opportunities to them.

- 3.8.4. In June 2002 the Scottish Executive published *Community Learning and Development: The Way Forward*, which confirmed the change of terminology from “community education” to “community learning and development” and outlined policy in this area. The Association of Directors of Education in Scotland (ADES) has suggested that, in fulfilling these duties, local authorities should: manage the education budget, provide a local policy framework, provide support and leadership, provide quality assurance, provide equal opportunities for all, provide support and development services, maximise value for money and support adults and communities.

### ***Integrated community schools***

- 3.8.5. Integrated Community Schools (ICS) involve secondary schools and their associated primary schools as the focus for the delivery of integrated children’s services. They aim to develop local solutions to the needs of individual children and families. School liaison groups, involving a range of education, social work, health and police professionals have communicated their understandings of individuals and families under review. They have joined up their work to implement solution focussed approaches aiming to support all of the aspects of a young person’s life and to help the young person achieve his/her outcomes.
- 3.8.6. The role of school leaders has changed significantly as they have had to develop and sustain partnerships in a non-hierarchical manner. Central skills of listening, understanding, formulating tentative solutions, persuading and delivering agreed contributions have come much more to the fore. School leaders have often had to work in contexts where the school is only a part (sometimes a very small part) of the overall solution for particular young people.
- 3.8.7. School leaders have also had to interact with a number of new professionals in school through relationships of collaboration in place of direction and authority. They have had to manage the differences of perspective and approach as the traditional division of teaching and non-teaching staff are replaced by notions of professionals from a variety of backgrounds exercising a wider range of functions.

### ***Culture, sport and health***

- 3.8.8. Cultural, sporting and health initiatives have led to a number of professionals having direct engagement with schools and their leaders. Sports co-ordinators, cultural co-ordinators and Health Promotion Officers are a familiar sight in many schools and school leaders are required to harmonise these engagements, services and demands with their existing obligations to the pupils.

### ***Parents and community***

- 3.8.9. Parents and Community relationships with schools have been evolving. Statutory requirements for consultation and engagement with parents exist in Scotland. The replacement of School Boards with more flexible arrangements for parental involvement is presently in the process of being realised.
- 3.8.10. School leaders are expected to have well-developed and effective links with other schools, units, further education colleges and other educational establishments as appropriate. They are expected to sustain productive networks with employers, community and specialist agencies to provide a high level of support for pupils.



- 3.8.11. School leaders are expected to take positive steps to gather the views of parents, pupils and others about the quality of service provided by the school and to take effective action in response to these and to other comments.

### ***Schools and enterprise***

- 3.8.12. The Scottish Executive's strategy for Enterprise in Education – *Determined to Succeed* - commits local authorities to developing education-business partnerships to support enterprising learning and teaching for pupils of all ages within subjects and across the curriculum. School leaders links with industry provide considerable benefits to pupils, employers, teachers themselves and the wider school, parents and the community. They widen pupils' experience, support the transition from education to working life and help them see purpose to their education. For businesses, links with education provide contact with potential future employees and customers. They also help to keep industry informed about current educational developments and practice and provide opportunities to influence the curriculum. Through their involvement with business and industry, school leaders gain insight into processes and management techniques which can provide a motivating context for their own CPD. The Excellence in Education Through Business Links Programme (EEBL) supports placements for both primary and secondary teachers into business and reciprocal arrangements for business people.

### **3.9 Evidence of school leaders' competences varying depending on school characteristics**

- 3.9.1. There is no evidence based on published research in Scotland that the competencies required of effective leaders vary depending on the school characteristics (sector, size, location, student intake, behaviour, etc).

### **3.10 Evidence of core competencies required by school leaders**

- 3.10.1. The 2000 HMIE report, *Improving Leadership in Scottish Schools*, identified ten characteristics of the most effective leadership in schools. The characteristics were derived from effective leadership which inspectors had identified in many different types of schools and contexts across Scotland. Evidence from school inspections and other research suggests that the best leaders are likely to demonstrate strong performance across 10 key characteristics:

- Building alliances within and beyond the school
- Being committed and purposeful
- Developing teamwork
- Developing and sharing a vision
- Focusing on learning
- Demonstrating interpersonal skills
- Developing personal credibility
- Prioritising
- Being responsive
- Delegating and sharing leadership.

- 3.10.2. Effective schools require leadership to be demonstrated at a number of levels, not just by the headteacher. Within their particular roles, school leaders are most effective when they:

- develop a clear and rational vision which commands wide support
- become proactive in implementing change
- ensure teamwork is ever more important

- use persuasion and influence rather than authority
- understand and treat staff as valued individuals, not resources
- create a strong sense of team spirit based on mutual trust, respect and support
- consistently raise the expectations staff and pupils have of themselves
- inspire and empower staff and pupils to make a difference
- consistently challenge and support staff.

3.10.3. Effective school leaders recognise that an important part of their role is to share their aims and vision in a way which will inspire staff and pupils to be part of it. They take frequent opportunities to:

- express and promote their educational vision and goals in an exciting way
- make sure that all staff and pupils can meet their individual objectives as part of the well-defined collective purpose of the school
- recognise and emphasise the accomplishments of others as part of building an ethos of achievement
- avoid a 'culture of blame' by treating problems and setbacks as opportunities for individuals and the organisation to learn and improve.

3.10.4. Effective school leaders have a good awareness of their own strengths and development needs. They are quick to recognise the strengths of others and take appropriate steps to make sure that potential is realised. On a school or departmental basis they:

- stimulate staff and pupils' imaginations about what can be achieved
- identify and develop everybody's potential
- delegate challenging and rewarding tasks
- delegate some of the power and authority to decide
- provide the stimulus and encouragement for staff and pupils to take maximum responsibility for managing themselves.

### **3.11 Innovative approaches**

3.11.1. As stated above, *A Teaching Profession for the 21<sup>st</sup> Century* included a new promoted post structure which has now been implemented across the country. The new structure was designed to provide a flatter structure in order to promote collegial practices and to ensure equitable career development opportunities across different sectors. The agreement also encouraged a movement from single subject departments towards more faculty type arrangements in secondary schools. Three levels of post disappeared (Assistant Head Teacher Assistant Principal Teacher and Senior Teacher) and a new post of principal teacher in primary was created. As part of a wider agenda to support teachers who are school leaders on focusing on the core business of improving learning and teaching, the position of business manager, who can deal with such matters as the management of finances and of the building, was introduced into the school structure.

3.11.2. In addition a new grade of Chartered Teacher was created by *A Teaching Profession for the 21<sup>st</sup> Century*. Although this grade has no management duties attached, there is a clear expectation in the Standard for Chartered Teacher that they will act as leaders of learning in the school. The introduction of chartered teachers supports the wider policy of promoting and developing leadership at all levels within the profession. The programme involves an innovative partnership between the Scottish Executive, universities, local authorities and GTCS.

3.11.3. These new arrangements have been monitored, reviewed and evaluated in a series of papers from The Teachers' Agreement Communication (TAC) Team and the National CPD Team:

- *Management Structures*: TAC team (June 2003)
- *School Leadership and Collegiality*: TAC team (April 2004)
- *Principal Teacher (Primary)*: TAC team (April 2005)
- *The Contribution of Chartered Teachers*: National CPD team (Sept 2005)
- *Evolving Career Structure in the Secondary Sector*: TAC team (Feb 2006)

### ***Management Structures***

3.11.4. The TAC team found that significant progress had been made in many authorities to revise management structures according to the agreed principles of *A Teaching Profession for the 21<sup>st</sup> Century*.

3.11.5. Progress was achieved most quickly in those local authorities where there was extensive consultation and discussion between the local authority and the teachers' side. The TAC team found that progress had been possible where certain key conditions were met:

- The case for change was fully explained and discussed, with emphasis on learning and teaching, putting children and young people first, flexibility, adaptability and continuous improvement.
- The guiding principles were discussed and agreed at the outset and kept to the fore during all consultation and discussion, with a significant amount of devolution to school level to devise local solutions within the agreed set of principles.
- A clear transition plan was agreed with key steps and clear timescale set out.
- School staff were involved and kept fully informed by headteachers.
- Sympathetic consideration was shown to those staff whose posts did not appear in the new structure with a range of options open to them including retention of current post, status, salary and management time during the transition period or access to a reasonable early retirement scheme.
- Key posts in the support staff structure were introduced, eg business manager.

### ***School leadership and collegiality***

3.11.6. *A Teaching Profession for the 21<sup>st</sup> Century* makes the development of a collegial culture more essential than ever before. *A Teaching Profession for the 21<sup>st</sup> Century*, for instance, emphasises teachers 'working in partnership with parents, support staff and other professionals' and 'participating in issues related to school planning, raising achievement and individual review'.

3.11.7. The TAC team found that many schools had responded to legislation and advice by developing, or further developing, a range of structures and processes that involve staff more fully in the operation and direction of their schools.

### ***Principal teacher (Primary)***

3.11.8. The TAC team found that headteachers had linked principal teachers' responsibilities clearly to school improvement plans and broadened the contributions made to the school management teams. Staff in some schools had completed formal evaluations on the contribution made by the principal teacher in the previous year using either quality indicators from *How Good is Our School?* or in one case a 360 review and feedback process. The TAC Team found that school staff had recognised and benefited from the contributions made by principal teachers.

### ***The Contribution of Chartered Teachers***

- 3.11.9. The National CPD Team found that those who have achieved chartered teacher status will need to evidence that they are continuing to maintain and enhance the Standard throughout their career. The most logical way for this to happen is through the existing Professional Review and Development (PRD) process with a requirement to self-evaluate, and provide evidence, against the Standard for Chartered Teacher through the continued maintenance of a CPD portfolio. The CPD Team concluded that collaborative networks should be established to support the on-going professional development of chartered teachers, and to ensure shared learning, opportunities to reflect and review, coaching and mentoring opportunities, are accessible throughout Scotland. There would also be a requirement to offer advice, guidance and support to those who are conducting PRD interviews for chartered teachers to ensure that they have a clear understanding of the standard and what it means in practice.

### ***Evolving Career Structure in the Secondary Sector***

- 3.11.10. The response of local authorities to the new flexibilities that *A Teaching Profession for the 21<sup>st</sup> Century* introduced has varied. All the Senior Teacher, Assistant Principal Teacher and Assistant Headteacher posts have been removed from the system. However the way in which this was managed varied from authority to authority and in some cases from school to school, within authorities. Some were radical and dynamic in their approach while others were more cautious and progressive. The more radical the authority or school, the quicker the time taken to complete the restructuring.
- 3.11.11. While stripping out their Senior Teacher, Assistant Principal Teacher and Assistant Headteacher posts, larger schools in the main preferred to maintain a Principal Teacher (Subject) approach or introduced limited numbers of faculties, usually in science and social subjects. In middle sized schools the balance appears to have been toward adopting a full faculty structure, or a mixed economy model having some single subject principal teachers in large departments and faculty principal teachers in groups of cognate subjects. The smaller schools in the sample visited had all moved towards a faculty or mixed economy model.
- 3.11.12. A medium term challenge identified by the TAC Team was for headteachers to keep any redeployed staff motivated and engaged in their work. This required strong leadership to be displayed not only by the headteachers but also particularly by the relevant principal teacher who is expected to manage those relationships on a daily basis. Local authorities also need to ensure that appropriate high quality CPD opportunities are available to those former promoted post holders who may feel disillusioned by the career structure change.

## **CHAPTER 4: ENHANCING LEARNING AND SCHOOL LEADERSHIP**

### **4.1 Quality of teaching, learning and assessment**

- 4.1.1. Over the period 2002-2005, HMIE evaluated the overall quality of teaching and learning in 15% of primary schools and 10% of secondary schools as very good. In these schools staff worked together, under positive leadership, to improve the quality of learning and teaching in their own classrooms. They were given good opportunities to share best practice and adopt common, consistent approaches across the school. The most effective teachers were typically found to be reflective, able to evaluate and alter their own practice and modelled learning themselves. In almost 80% of schools the overall quality of teaching and learning was evaluated as good. These schools were not yet achieving sufficient success in ensuring progression in pupils' skills as learners. As a result, many pupils were not developing high-level and independent learning skills. Teachers needed to encourage pupils to take more responsibility for their own learning, for example through independent tasks and collaborative activities. They made insufficient use of information about individuals' performances and current rates of progress to provide appropriate learning experiences.
- 4.1.2. Too few schools had introduced approaches where the ongoing use of assessment was central to the learning process. In some secondary schools pupils were grouped according to their prior attainment in some subject areas. This approach had made a contribution to meeting the needs of many pupils, but only where the make up of such groups was flexible. Assessment information needed to be used effectively to guide learning and care taken to avoid lowered expectations from both teachers and pupils in classes. Teachers' expectations of pupils' achievement, particularly at the upper stages of primary, were not yet consistently high enough and opportunities for pupils to express views about and discuss their learning experiences were too infrequent. A key development area was to avoid over-direction and extend pupils' thinking through interaction with them and through opportunities for pupils to work co-operatively with their peers. There was scope to provide a more varied and more imaginative use of ICT in learning. Overall, learning activities required to be better matched to pupils' learning needs and the pace of learning and challenge, particularly for the more able, required to be increased.

### **4.2 Development and evaluation of policies for teaching, learning and assessment**

- 4.2.1 Schools in Scotland are accountable to pupils, parents and their local education authority. All schools are involved in the process of self-evaluation and are obliged by statute to produce an annual Standards and Quality report which is shared with parents and the education authority. Education authorities in Scotland use a range of quality assurance procedures to monitor the work of their schools including, for some, a programme of school reviews which result in a published report for parents. HMIE are committed to inspecting the work of schools over a 'generational cycle'. This covers a visit to a primary school every seven years and a secondary school every six years. Inspectors evaluate the quality of education in schools and publish reports, against agreed quality indicators which are set out in the document, *How good is our school?* <http://www.hmie.gov.uk/documents/publication/hgios.pdf>. These indicators are used by school staff for the process of self-evaluation and by HMIE for the process of external inspection.
- 4.2.2. All school inspections result in a published report which provides evaluative sections on the work of the school and includes a summary of key strengths and areas requiring improvement. School leaders with support from their education authority prepare an action plan against the main points for action. HMIE revisit those schools which have had weak inspections within one or two years and report on the progress made in addressing the main

points for action. Copies of all school inspection reports are sent to the education authority for issuing to schools and parents and are available on the HMIE website <http://www.hmie.gov.uk>. The outcome of all inspection reports across sectors over a three to five year period are reviewed by inspectors and published in documents which outline key strengths and areas for development. The most recent is *Improving Scottish Education* (2006) <http://www.hmie.gov.uk/ise/default.asp>. These documents are used by school leaders to benchmark the performance of their own school and as a platform for developing future areas of improvement.

- 4.2.3. These reports also form a key evidence base for Scottish ministers to gauge the quality of education in schools and the impact of policy initiatives which are being taken forward at a national level.

### **4.3 School accountability and student learning**

#### ***Key audiences for school accountability***

- 4.3.1. Three types of evaluation are applied to the work of schools: internal school self-evaluation, evaluation by the local authority and inspection by HMIE.

#### ***Internal evaluation at primary and secondary levels***

- 4.3.2. Self-evaluation is well established in primary schools across Scotland, although weaknesses in self-evaluation remain in over a third of primary schools<sup>5</sup>. Individual teachers are encouraged to evaluate their own practice as reflective practitioners. The headteacher and promoted staff monitor and evaluate a schools' practice by discussing teachers' work and children's progress with teachers, using questionnaires for staff, pupils and parents, reviewing standards achieved, and by visiting classes informally, and formally to observe lessons.
- 4.3.3. Whole school self-evaluation usually starts with a broad look at the strengths of the school by the whole staff, led by the headteacher. Staff use the quality indicators in *How good is our school?* to identify the strengths and weaknesses of the school, decide on areas where they need to take a closer look, and identify aspects for improvement. HMIE use the same quality indicators during their inspections.
- 4.3.4. All primary schools prepare development plans which set out their aims and a set of agreed priorities for improvement based on their self-evaluation. Each priority has targets and timescales for improvements to be made. Working groups are often organised to lead in achieving the improvement priorities set out in the development plan. Headteachers take the lead in reviewing progress towards the priorities for the next development plan. Headteachers are also responsible for preparing a *Standards and Quality* report summarising the strengths and weaknesses of their school and are encouraged to share these with parents.
- 3.3.5. Education authorities have provided schools with sophisticated ICT based management information systems. In addition to the maintenance of employee records, financial records and basic pupil information (e.g. address, name of parent/carer) these systems permit the tracking and monitoring of many aspects of pupil performance, both individually and as members of various groups. Information maintained includes that on attainment, attendance and behaviour. Such systems afford senior managers powerful tools for ensuring that individual pupils make progress while at the same time permitting analysis and discussion on such issues as the impact of gender or first language on attainment. They can also be used to

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<sup>5</sup> *Improving Scottish Education* HMIE 2006

promote greater accountability within the school system and closer links with other services involved in working with an individual child or young person.

- 4.3.6. Self-evaluation in secondary schools shares many of the features of self-evaluation in primary schools. The quality of self-evaluation is good or very good in around 55% of secondary schools<sup>6</sup>. Secondary teachers are encouraged to evaluate their own practice and the practice within their department as well as at a whole school level. As in primary schools, self-evaluation is based on the quality indicators in *How good is our school* and often involves taking a broad view followed by taking a closer look at aspects of the school's work. Improvements are identified in departmental development plans and a whole school development plan. The headteacher and senior managers review progress towards the priorities in the development plan and prepare a *Standards and Quality* report for the school.
- 4.3.7. The larger size of secondary schools means that procedures are necessary to involve staff actively in the process of self-evaluation for improvement, and to ensure that departmental development plans fit well with the school development plan.
- 4.3.8. Headteachers and senior manager use a variety of approaches to monitor and evaluate the work of secondary schools. National advice and statistical support packages are used to help staff to analyse their examination results in departments and at whole school level. Schools use review teams, questionnaires for staff, pupils and parents, sampling pupils' work, shadowing pupils, team teaching and classroom observation as methods to monitor and evaluate their practice.

#### *Evaluation at local authority level*

- 4.3.9. The *Standards in Scotland's Schools etc Act* 2000 requires local authorities to 'endeavour to secure improvement in the quality of the school education which is provided in the schools managed by them'. The Act sets out a framework for establishing national priorities in education, a system of local authority and school planning to meet related national and local objectives and a requirement to report publicly on progress in meeting these objectives. The Act also gave powers to HMIE to inspect the education functions of all local authorities.
- 4.3.10. In meeting duties imposed by the Act local authorities need to place a high priority on self-evaluation and on validation of school self-evaluation. Authorities had already begun to develop systems of self-evaluation prior to the Act, but in ways and to standards which differed across the country. As part of the process of inspection of education in local authorities, and in partnership with local authorities and Audit Scotland, HMIE developed a set of quality indicators, set out in the document, *Quality Management in Education* (revised edition June 2006), which authorities can also use in self-evaluation. This framework, used in conjunction with performance data, aims to promote rigour and consistency in self-evaluation at local authority level. The indicators also integrate the processes of Best Value, a Scottish Executive initiative for audit and continuous improvement applying to the public sector as a whole.

#### *Inspection by HMIE*

- 4.3.11. Under the *Education (Scotland) Act* 1980, HMIE have the right to enter schools, including independent (non-state) schools, for the purpose of inspection. Under the *Standards in Scotland's Schools etc Act* 2000, HMIE inspects the education functions of all local authorities in a five-year cycle. Under the terms of the *Teaching and Higher Education Act*

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<sup>6</sup> as above

1998, the Scottish Ministers may request HMIE to undertake aspect reviews of teacher education.

4.3.12. HMIE plays a key role in promoting improvements in standards, quality and achievement in Scottish education. It aims to:

- plan and undertake rigorous independent evaluations of educational provision and providers, through an annual programme of inspections and reviews and commissions from Scottish Ministers and others.
- promote public accountability by publishing evaluations in clear, concise reports.
- identify and promote best practice in improving standards and quality. monitor standards over time.
- provide independent professional advice and information to Scottish Ministers, relevant departments of the Scottish Executive and key national bodies.
- provide professional advice and guidance to bodies responsible for the funding, management, quality and delivery of education.

4.3.13. HMIE's evidence and analyses ensure an extensive and thorough overall knowledge of the system. It draws on them in providing the Scottish Ministers, relevant departments of the Scottish Executive and key national bodies with information about current and emerging educational issues and the performance of the system as a whole. It also draws on them in providing professional advice to inform educational developments and assist in policy formulation.

4.3.14. HMIE publish reports on their inspections of pre-school centres, schools, colleges, the education functions of local authorities, community learning and development, and on their evaluations of education as a whole. Different kinds of reports are produced, including 'aspect reports', evaluations of the quality of particular aspects of educational provision. In any year, establishments may be visited in addition to those in the main inspection programme to obtain particular evidence for aspect reports. National reports on *Standards and Quality* have been published on various cycles for different sectors of education. In February 2006, HMIE published *Improving Scottish Education*, providing an overview of evaluations across pre-school, primary, secondary and special schools, colleges and community learning and development over the preceding three years.

### *Inspection of Schools*

4.3.15. To assist them in their task of evaluating the work of schools and other educational institutions HM Inspectors have devised a range of inspection or evaluation instruments. Most importantly, a framework of quality indicators has been established against which the work of establishments in every educational sector can now be measured. For schools these were first published in the document: *How good is our school?* (1996), and a further edition to be published by 2007. *How good is our school?* presents the framework of quality indicators along with advice on how to build them into a systematic process of school self-evaluation.

4.3.16. To help ensure that stakeholder views are fully taken into account, school and other inspection teams contain a 'lay member' who is not involved professionally in education. The lay member is not involved in the evaluation of professional matters but can deal with such areas as relations with parents and employers and what it is like to be a pupil or student. Inspection teams also frequently include at least one 'Associate Assessor'. Associate Assessors are practising teachers, headteachers, college lecturers or managers from colleges or other educational establishments or services, who do contribute directly in the inspection to the evaluation of professional issues.



- 4.3.17. The school inspection model has recently undergone major revision to focus it more clearly on the school's success in raising achievement and promoting educational inclusion, whilst also assessing its capacity for self-evaluation and ensuring continuous improvement. Chapter headings in the published report include: 'How good are learning, teaching and achievement?', 'How well are pupils supported?', 'How good is the environment for learning?' and 'Improving the school'. Secondary school inspections include a 'closer look' at learning, teaching and attainment in a sample of four selected subject areas.
- 4.3.18. New 'proportionate' follow through arrangements are linked to this inspection model. The extent of follow through activity depends upon how effective the school has been found to be and its capacity to improve. HMIE will spend most time monitoring and supporting those schools causing most concern. In other cases they may ask the local authority to take the lead in monitoring and reporting on progress in addressing development needs identified by the inspection. Sometimes they may also re-visit a school to explore further and disseminate very good practice.
- 4.3.19. All school inspections survey and consider the views of staff, pupils and parents on the school and these views are recorded (in summary form only) in the published report. All reports list key strengths and the main points on which the school has to take action.

#### ***Key audiences for evidence***

- 4.3.20. Key audiences for evidence on school improvement include the following: parents, pupils, local authorities, and the media.

### **4.4 Monitoring, analysing and acting on pupils' disciplinary behaviour, learning progress and outcomes**

#### ***Promoting better behaviour***

- 4.4.1. In Scotland, it is for education authorities and schools to decide their approach in relation to promoting good behaviour at school. Disciplinary measures should be in line with policies, guidelines or procedures laid down by the school or education authority, and copies of these policies should be available to parents. These are often included in the school handbook. Good behaviour and relationships in school benefit everyone, and should be seen as a responsibility shared by the school, parents and pupils. The Scottish Executive therefore encourages schools to involve parents in the life of the school.
- 4.4.2. The Scottish Executive report *Better Behaviour – Better Learning* provides the overarching framework for national policy on school discipline. It sets out ways in which SEED, local authorities and schools can improve behaviour and create a positive ethos in Scottish classrooms. The policy direction expressed in *Better Behaviour – Better Learning* acts as a consistent reference point for the education community, and articulates clear principles in relation to, for example, encouraging positive behaviour in school and respecting all members of the school community.
- 4.4.3. Following the publication of *Better Behaviour – Better Learning*, SEED agreed a Joint Action Plan with the CoSLA, ADES and the Association of Directors of Social Work (ADSW). The plan was launched in December 2001 and set out the path for implementation of the Task Group's Report. Implementation of the action plan is consistent with the Executive's drive to ensure that all children, including those who are vulnerable, can access the broad range of educational opportunities which will enable them to achieve their potential.

- 4.4.4. Scottish local authorities work with their schools to ensure their development plans reflect appropriate objectives for behaviour and attendance. Education authorities have local quality assurance and quality improvement officers to assist headteachers to review their practice on promoting positive behaviour in schools and to consider strategies to improve behaviour and attendance. In most areas schools are also assisted by advisors within education authorities, including educational psychologists and specialists in behaviour support services.
- 4.4.5. HMIE plays an advisory role for local authorities in ensuring improvement. The Scottish Executive supports sharing of good practice to enable local authorities and schools to consider the development of their local approaches to promoting positive behaviour and attendance, through the website [www.betterbehavioursotland.gov.uk](http://www.betterbehavioursotland.gov.uk), through reports such as the *Connect Report* (SEED 2004) and through local seminars and conferences.
- 4.4.6. *A Climate for Learning* was published by HMIE in March 2005. This report provides the findings of inspectors on implementation of *Better Behaviour – Better Learning* in local authorities and schools and the quality of work being undertaken to promote positive behaviour in schools. HMIE found that the greatest progress was being achieved in addressing the *Better Behaviour - Better Learning* agenda when the following key factors were present.

*Local authority leadership and strategy*

- Clear corporate policies for social inclusion, which were based on a shared vision for integrated children's services, had been developed amongst education, social work and other relevant agencies. These were supported by clear strategic direction for development work and close monitoring of its effectiveness.
- Authority-wide educational policies consistently made clear links among effective behaviour management, effective learning and teaching, and well-judged use of curriculum flexibility.
- An appropriate framework for staged assessment and intervention had been established, linking assessment and intervention undertaken at more local levels to authority-wide decision-making processes.
- The authority ensured that there was prompt and appropriate access to a carefully balanced range of specialist provision and support for schools. This included specialist support staff, on-site support bases or units, and appropriate off-site provision, and was designed to keep pupils as fully included in mainstream as possible. Its effectiveness was regularly and systematically evaluated.
- Effective systems were in place for disseminating good practice across schools and other agencies.
- High quality staff development on learning and teaching and behaviour management was made available for teaching and auxiliary staff. This included training from and with colleagues from partner agencies.

*Action in schools to promote positive behaviour and reduce low-level disruption*

- Strong leadership from staff at all levels in the school was focused on ensuring a consistently high quality of learning and teaching and achievement for all pupils, including the most vulnerable.
- Arrangements were in place for regularly and conspicuously celebrating pupil achievement, including success in social and behavioural terms.
- Procedures for reinforcing good behaviour and for dealing with indiscipline were clearly articulated, implemented consistently and evaluated systematically. Senior managers and others with additional responsibilities took effective action to address any unusually high levels of problems in particular classes or departments.

- Curriculum flexibility was used effectively to avoid pupils becoming disengaged and disaffected whilst still challenging them educationally. Its use was accompanied by a clear focus on monitoring and evaluating the impact on attainment and achievement.
- Schools supported staff in developing their approaches to learning and teaching, drawing on and disseminating their best practice.
- Class teachers were well trained in implementing appropriate techniques for promoting and maintaining positive behaviour and were supported quickly and effectively if major problems arose.
- Teachers had access to relevant information on vulnerable pupils in order to address their needs and to ensure that they transferred smoothly at all stages of their schooling.
- Mainstream staff were provided with effective support and advice, through behaviour coordinators or others. This advice was initially aimed at helping them resolve problems in situ without the need to resort to more exclusive strategies.
- All pupils were given access to a range of opportunities to contribute to decision making. This included decision making about the rules that govern behaviour relationships in the school, and about taking responsibility for others.

#### *Responding to pupils presenting very challenging behaviour*

- Headteachers and other managers of services at local level consistently supported an agreed system of staged assessment and intervention that ensured additional support in classes for individual pupils presenting persistent behavioural problems. Where necessary, further additional support was provided out with the mainstream class in a unit or base or in off-site provision. This support maintained as high a level of inclusion within the mainstream as was appropriate to the individual circumstances.
- Support bases or units were well resourced, and staffed with sufficient well-trained and committed personnel to allow them to function effectively. They provided high quality input for pupils in terms of the curriculum and for their personal and social needs.
- Effective partnership working was in place at local level amongst a range of professional agencies. This was based on agreed contributions from schools, families, and services providing family support, including home-school link workers.

#### *Learning progress and outcomes*

- 4.4.7. Local authorities should use schools' attainment information to monitor performance and support schools in the process of setting appropriate local targets for improvement. They should ensure that their approaches to gathering information from schools are not intrusive or disruptive of effective classroom practice. Local authorities should also quality assure the policy and procedures that their headteachers have in place to ensure the dependability of teachers' judgements and therefore the quality of the attainment information coming in to them for analysis. Headteachers and schools should use teachers' judgements to arrive at an overall picture of children's attainment, as part of monitoring the establishment's provision and progress. They should use this and other relevant information from self-evaluation to set appropriate targets for improvement.
- 4.4.8. National monitoring is carried out through the Scottish Survey of Achievement (SSA), the annual national survey of pupils' attainment in the Scottish 5-14 curriculum at P3, P5, P7 and S2. In May/June each year the Scottish Executive, in partnership with LTS, SQA and local authorities, arrange for the SSA to monitor the attainment of a representative sample of children across Scotland on a broad range of content and skills in one of four broad aspects of the curriculum, and core skills in the context of that aspect. The SSA use nationally devised written and practical assessments, which are externally marked. Teachers nominated by local

authorities act as field officers and external assessors for the survey. There is external moderation of assessors' judgements as part of the monitoring arrangements. Individual schools and children remain anonymous.

#### **4.5 Monitoring curriculum development and implementation**

- 4.5.1. There are no processes for monitoring curriculum development and implementation in Scotland, but the Scottish Executive sponsors research around the implementation of certain initiatives and HMIE also contribute to evaluation of developments. The curriculum is not prescribed by statute in Scotland, but is described in guidance, in the shape of guidelines for 3-5 and 5-14 stages, and through documents describing the arrangements for the examination systems managed by SQA. There is also guidance on structure and balance in the curriculum. It is for education authorities and schools to determine how best to deliver education to young people in the light of this guidance. School leaders (headteachers) have, in the context of any additional guidance by local authorities, a very high level of responsibility locally for decisions related to the allocation of instruction time; timetable; content of instruction; instructional programme coherence; and extracurricular activities. Whilst there are distinctions in the organisation of primary and secondary sectors, there are no significant distinctions in management expectations or roles, nor between compulsory and post-compulsory education within schools. There is no separate system of vocational schools in Scotland, although increasingly, schools and colleges and other providers of education and training are working in partnership to deliver curriculum outcomes that are tailored to the needs of individual children.
- 4.5.2. The *Standards in Scotland's Schools etc. Act 2000* introduced the school improvement framework. The Act places a duty on Ministers and local authorities to 'secure improvement in the quality of school education'. Authorities are in turn required to set improvement objectives and monitor progress, publishing the results in annual *Statements of Education Improvement Objectives* and likewise, annual *Progress Reports*.

#### **4.6 Teaching responsibilities of school leaders**

- 4.6.1. Depending on the individual requirements of their post/school, headteachers, depute headteachers and principal teachers may have teaching responsibilities. Annex B of *A Teaching Profession for the 21<sup>st</sup> Century* outlines the duties for all grades of teachers, and, whilst it does not specifically state that headteachers, depute headteachers and principal teachers have teaching duties, it flows that every teacher, regardless of grade, has a responsibility to teach. List of duties for headteachers, depute headteachers and principal teachers are in addition to those expected of all teachers. Most principal teachers and some depute head teachers will have a considerable element of teaching dependent on the nature of the post. Headteachers in smaller schools are more likely to have some teaching responsibilities, although again this is very much dependant on the individual requirements of the school/post.

#### **4.7 Teacher observation, peer coaching, mentoring**

- 4.7.1. The headteacher, senior promoted staff and principal teachers have responsibility for supporting all their staff, providing leadership, a good working ethos, encouragement, praise and, where necessary, specific staff development and pastoral support. In the case of new teachers in their probationary period, schools usually identify a particular senior member of staff who is responsible for supporting them, in collaboration with the principal teachers heading the departments in which they work. Such teachers have less class contact time than fully qualified staff and are expected to discuss with the school manager responsible for them how best to develop the strengths and address any weaknesses in their teaching which were

identified in the professional profile they bring with them from their initial teacher education course.

- 4.7.2. There are now a wide range of projects, initiatives and programmes targeted at building a coaching/mentoring culture at many levels of the Scottish education system. (See Section 4.12 below.)

#### **4.8 Evaluating teacher performance**

- 4.8.1. The need for continuing development of knowledge and skills is well recognised in education. Rapid changes have taken place in the curriculum and in approaches to teaching and learning. Developments in technology, particularly information and communications technology and the constantly evolving role of schools in Scottish society, together mean that a teacher's competences and knowledge need frequent review and development.
- 4.8.2. Professional review and development (PRD) is the process whereby the development and training needs of all staff are identified and agreed in relation to their current practice, the requirements of the school or local authority development plan, the wider and longer-term needs of the education service, and national priorities. The process also includes making suitable arrangements to meet professional development needs, so far as possible, within available resources. It is a means of supporting teachers by ensuring that they are thoroughly prepared for their duties, in particular for their key role in teaching and learning.
- 4.8.3. During the PRD process, use should be made, as appropriate, of the published guidance in *CPD for Educational Leaders*. PRD is one of a wide range of quality assurance strategies used in schools. As such, it is central to raising achievement and improving the effectiveness of teaching and learning. It offers a systematic approach to training and development, which leads to enhanced job satisfaction and better leadership and management of the teaching process. Successful professional review and development brings about practical improvements in the classroom and directly benefits pupils by raising the quality of their learning experience. It is therefore a crucial part of the quality improvement process which benefits the whole of the education service.
- 4.8.4. Experience suggests professional review and development is most effective if there is a generally supportive climate within schools and the following principles apply:
- there is a professional commitment to building excellence at every stage of a teacher's career;
  - arrangements are simple, with minimal bureaucracy;
  - headteachers and senior management are committed to the process;
  - the purpose is clear to all participants;
  - it starts with self-evaluation and involves on-going personal reflection;
  - it is integrated with existing arrangements for quality assurance;
  - it identifies and supports the professional needs of each teacher;
  - it balances individual and personal development priorities with those relating to the effective fulfilment of the school development plan;
  - professional development is coherent and progressive;
  - it is undertaken with line managers; and
  - the process is evaluated effectively.
- 4.8.5. It follows from this that the review and development process must be a high quality experience which is supportive and responsive to teachers' needs and challenges them within a culture of continuous improvement. Teachers should be confident in a process that is easy to understand and operate. Professional review and development should be clearly integrated

into the normal life and management of the school and result in minimum disruption for pupils.

- 4.8.6. Professional review offers an opportunity for recognising good performance and making clear to teachers that they are valued and appreciated within a context of high expectations. The process should have a positive impact on morale. It should encourage teachers to reflect on their good practice and to share this with colleagues. It should also reflect on actions that can be taken to secure improvement.
- 4.8.7. As with other activities, there is a need for schools and local authorities to evaluate the outcomes of the professional review and development process to ensure that it is effective in improving teaching and learning. Evaluation may include considering how far identified professional needs have been met and the impact on effective teaching and learning.
- 4.8.8. All teachers should maintain a CPD portfolio for the current year and for two previous years where this is appropriate.

#### **4.9 Professional development of teachers**

- 4.9.1. The Scottish Executive believes it is in the joint interests of local authorities and teachers that the latter should continue their studies and receive in-service training in a customised programme of CPD. CPD is concerned with supporting teachers' learning from Initial Teacher Education (ITE) right through to headship, to ensure that they are supported in their efforts to maximise their potential and enhance their professional competence.
- 4.9.2. Teachers in Scotland can expect to receive advice and be encouraged to undertake approved courses of study and learning. They can identify their own professional development needs at any time. However, the process of professional review and development allows teachers the opportunity to discuss their performance over the previous year with their line manager to agree on any further training which may be required. Guidance entitled *Professional Review and Development* was distributed to all local authorities and teachers in 2002 by SEED. These guidelines are intended to assist all teachers and local authority staff to consider their development needs and draw up a plan of suitable development activity. A CPD framework has emerged which gives guidance to teachers at different stages in their teaching career. It is based on the three Standards:
  - Standard for Full Registration
  - Standard for Chartered Teacher
  - Standard for Headship.
- 4.9.3. These Standards are all competency-based. An additional set of guidelines, *CPD for Educational Leaders*, was developed as part of the framework to give guidance to teachers wishing to develop leadership skills (for example in preparation for a principal teacher, depute headteacher or headteacher post).
- 4.9.4. Under the terms of *A Teaching Profession for the 21<sup>st</sup> Century*, a total of 35 hours of CPD per annum was introduced as a minimum for all teachers. The time is to be spent on an appropriate balance of personal professional development, attendance at nationally accredited courses, small-scale school-based activities or other CPD activity, the balance to be determined following an assessment of the individual teacher's needs and taking into account school, local authority and national priorities. This provision of CPD time is additional to the 5 days each year that teachers spend in school without pupils. These in-service days are usually devoted to CPD activities organised or agreed by the headteacher or the local authority. Professional development opportunities are on offer from a wide range of

providers, including local authorities, higher education institutes and private companies. Development provision covers a wide variety of areas, from subject specific programmes to behaviour management and learning and teaching techniques; from information technology skills to personal development issues. Local authorities will have a list of the development opportunities they provide directly. A National Register of Providers is also available through Glow and provides a resource for teachers, schools and local authorities wishing to identify suitable CPD from external sources.

- 4.9.5. Progression to and through the chartered teacher status right up to the standard for headship is now by qualification. To obtain promotion it is necessary for teachers to complete successfully a number of additional modular courses of continuing professional development.
- 4.9.6. Visits to local authorities by the National CPD Team, suggest that the process of professional development and review is, in general, well established in Scottish Schools. Many local authorities are now revising procedures for PRD to take increased account of the continuum of Professional Standards in addition to *CPD for Educational Leaders* and national and local priorities arising from *Ambitious Excellent Schools* and *A Curriculum for Excellence*. CPD opportunities offered by schools and local authorities, therefore, take account of the outcomes of PRD, as well as national and local priorities. The balance of activities will vary in each authority but will be specified in CPD strategies which have been agreed by local Teachers' Joint Negotiating Committees.
- 4.9.7. School leaders have an important role to play in establishing a culture which promotes self-evaluation and supporting individual development at all levels. By genuinely promoting the benefits and value of professional review, teachers are encouraged to engage fully with the process. It is the role of the leader to ensure collegiality and to facilitate professional dialogue, collaborative working and the sharing of good practice.

#### **4.10 Evidence based on published research that particular leadership practices are more effective in promoting learning in schools**

- 4.10.1. In Scotland, Inspectorate teams evaluate the quality of leadership in schools by focusing on the impact of leadership on key areas such as the quality of learning and teaching, the attainment and achievement of pupils and the quality of the curriculum. They also use the findings of questionnaires which are issued to all or a sample of staff, pupils and parents in the school being inspected. The headteacher is held increasingly accountable for orchestrating the conditions of learning so that all learners perform to their potential. In the most effective schools, leadership is appropriately consultative in style and focused unstintingly on improving the quality of learning and teaching in classrooms. Effective headteachers establish a shared leadership culture which views improvement as the responsibility of all staff. Teamwork is valued and developed. Partnerships are developed with a wide range of children's services to help meet the needs of all pupils. Staff, pupils, parents and other stakeholders share a vision which places the learning of children and young people at the heart of all developments.
- 4.10.2. Inspection evidence confirms that the quality of learning and teaching improves and is more consistent when teachers are encouraged to observe each others' practice and reflect on what has been observed with their colleagues. Teachers learn best when the culture is one which is open, non-threatening and collaborative and where teachers learn from constructive feedback of colleagues, including senior promoted staff. In the very best situations, pupils contribute their feedback on the quality of learning and teaching in classrooms. In successful secondary schools, senior managers fulfil a wide range of responsibilities including working with subject departments to evaluate and improve school performance. Headteachers encourage staff to visit other departments within the school and departments in neighbouring schools.

Importantly, effective leaders promote the use of performance data to identify good practice, target underachievement and support those in need of additional support.

#### **4.11 Evidence based on published research that particular contexts and conditions are more conducive to learning-centred leadership practices in schools**

- 4.11.1. Inspection evidence confirms the findings of research that effective leadership impacts strongly on the quality of learning, teaching and achievement. Increasingly leadership is being viewed as a corporate concept which relates not only to the head of the establishment but also to the combined impact of those who have responsibility for leading any aspect of provision for learners. Among the leaders who are excellent, some stand out as having an ability to inspire learners and staff, a capacity to ‘see over the horizon’ and the energy to sustain long-term improvement. Appropriately, in the context of shared leadership, an increasing number of headteachers are giving staff opportunities to lead projects, work together on agreed tasks and share their good practice. School improvement planning is focused on teaching and learning and on key areas requiring improvement. Increasingly, attention is being paid to the views of learners and to matching presentation to their dominant learning style. A range of practices associated with a national development, *Assessment is for Learning* <http://www.ltscotland.org.uk/assess/> is helping to improve the focus on learning and assessment by involving pupils in evaluating their own learning and establishing and reviewing learning targets. These practices are beginning to play a significant part in teaching practices across Scotland, particularly in primary schools. In terms of developing learning-centred leadership a key factor is related to culture. In particular, evidence would point to the importance of a culture which is conducive to sharing best practice and learning from the successes and mistakes of others – in ways that lead to further developments and improvements in the learning of all pupils.

#### **4.12 Policy Initiatives**

- 4.12.1. *Ambitious, Excellent Schools* recognised that excellent schools are driven by high quality leadership and that inspirational school leaders make a lasting difference to the lives of generations of young people and to whole communities. Strengthening educational leadership across Scotland remains a key priority for the Scottish educational community
- 4.12.2. In June 2005, the Scottish Executive published *Educational Leadership: A Discussion Paper*, which identified some priority areas for leadership development. These included:
- Increasing the mentoring and coaching capacity in Scottish education
  - Accessing and sharing best international practice
  - Supporting the development of leadership capacity at all levels of the education system
- 4.12.3. In on-going discussions and informal consultation with SEED, these priorities have been recognised as pressing areas for development by a wide range of stakeholders.
- 4.12.4. In response to *Ambitious, Excellent Schools*, HMIE is developing policy through a wide ranging resource called *How good is our school?: The Journey to Excellence*. This resource explores excellence in vision and leadership, and will contain quality indicators, advice on planning for excellence and digital resources exploring excellent leadership.



## ***Increasing the mentoring and coaching capacity in Scottish education***

### ***Coaching initiatives – SEED funding***

4.12.5. There are a wide range of projects, initiatives and programmes targeted at building a coaching/mentoring culture at many levels of the Scottish educational system. Following discussions with all 32 local authorities, SEED has established a broad based initiative to develop coaching and mentoring skills and capacity. The initiative provides funding of £20,000-£50,000 to each local authority through to June 2007 to implement a focused coaching/mentoring project in their area. A programme of practical support for these projects will be developed with the National CPD Team and the Scottish Leadership Foundation (SLF) to foster communication across the projects, transfer learning and share experience. Action research approaches will be used to illustrate impacts on practice and benefits for school leaders and others. Recommendations for further activity will be made, based on the outcomes from these projects.

### ***Accessing and sharing best international practice***

4.12.6. *Ambitious, Excellent Schools* made a commitment to identifying and sharing good practice wherever it can be found. The Hunter Foundation has worked with the Scottish Executive to bring exciting new perspectives and world leading educational expertise to Scotland.

### ***Links between Scotland and American Universities***

#### **Centre for Teacher Leadership at Virginia Commonwealth University**

4.12.7. In October 2005, Dr Terry Dozier, Director of the Centre for Teacher Leadership at Virginia Commonwealth University, visited Scotland. During her visit, Dr Dozier met and worked with local authority CPD co-ordinators; quality improvement officers; academic staff from Aberdeen and Stirling Universities; members of the General Teaching Council Scotland; and a number of practising headteachers, school leaders and Chartered Teachers. Dr Dozier brought a wealth of interesting perspectives to these diverse audiences – including research findings from the States, confirming the central importance of continuing professional development for teachers.

#### **University of California**

4.12.8. Ellen Moir and Janet Gless of the New Teacher Center University of California, following a visit to Scotland in May 2006, have developed guidelines for mentoring and coaching which will help inform and shape future practice in Scotland. These guidelines are aimed at a wide range of educators, including new and experienced teachers, headteachers, senior local authority officers, university staff, and union representatives.

#### **Harvard University**

4.12.9. As part of the Scottish Executive's commitment to learn from best practice, and in the context of the wider leadership agenda, a group of Scottish headteachers and deputy headteachers visited Harvard University in order to take part in "Improving Schools: The Art of Leadership". This programme provides strategies and guidance for school leaders in the early years of their careers who feel challenged by imperatives for improved leadership skills, and a more focussed approach to classroom practice. A second group of headteachers and senior local authority officers participated in The Harvard Institute for School Leadership and

explored the challenges faced by educators working to achieve improved learning and teaching, and to promote a culture of excellence.

- 4.12.10. In both cases the purpose of the visits was to learn new strategies and perspectives from involvement in these prestigious programmes and for participants to offer advice and guidance on their return as to how this new understanding can be used to positive effect in the development of support for leaders in the Scottish education context.

### *Supporting the development of leadership capacity at all levels*

- 4.12.11. The need to build capacity for leadership at all levels is one of the key educational issues being addressed in Scotland. There are a great many developments aimed to support more collegial working within schools.

#### *Dunkeld Project*

- 4.12.12. The Scottish Executive, along with the Hunter Foundation, supports projects which stimulate innovative practice and new thinking within schools and local authorities. In 2005, SEED brought together a representative group of local authorities, and challenged them to consider the key issues facing their schools, supported by other services, and to develop ambitious and imaginative proposals for meeting those challenges.
- 4.12.13. Initiatives with four local authorities have been finalised, and all focus on strengthening leadership in different ways. Edinburgh City Council and East Ayrshire Council initiatives are looking specifically at the integrated children's services context, within areas of multiple deprivation. These local authorities have set targets for improving the educational attainment of the lowest attaining 20% and increasing the number of young people entering employment, education or training, as well as raising overall aspirations and improving health and well being.
- 4.12.14. Moray Council and Highland Council are geared more directly towards building leadership capacity across the authorities. Highland Council is developing and implementing a leadership development framework for all levels of leadership across the local authority. Moray Council is exploring the degree to which establishing a coaching culture in schools can strengthen and support leadership – and the challenges of effective leadership in directing learning.
- 4.12.15. A key element of the projects is the identification of sustainability and transferable learning, for other schools and local authorities.

#### *Virtual Staff College Scotland's Directorate Leadership Programme*

- 4.12.16. Strong educational leadership is not just an issue for schools – but must be a priority at every level of the education system. In its recently published national CPD Strategy, Virtual Staff College Scotland (VSCS) identified leadership development as a key priority, and undertook to 'provide a range of opportunities to ensure that experienced managers can continue to develop skills and knowledge and also encounter alternative approaches and ideas which challenge the status quo'.
- 4.12.17. VSCS organise a programme of leadership workshops for Directors of Education and Children's Services in conjunction with Drummond International. Places have also been offered to staff from the Scottish Executive Education Department and the opportunity for working together has been an important feature of these occasions.

- 4.12.18.VSCS also runs a Management Development Programme with optional accreditation from the University of Strathclyde. The programme has three levels of module in it and level one is designed for those who have been appointed to management posts in education and children's services departments in the last two or three years.

#### *TAC Team and Collegiality*

- 4.12.19.The TAC Team has delivered a series of workshops throughout the country to promote collegial working in Scottish schools entitled 'Working in a Collegiate Environment'. These workshops were designed specifically for depute headteachers and principal teachers from all school sectors.
- 4.12.20.A *Teaching Profession for the 21<sup>st</sup> Century* states 'Teachers have a responsibility to work co-operatively with colleagues and others to pursue the overall objectives of the service...In each school, teachers will agree the range of collective activities contributing to the wider life of the school on a collegiate basis'.
- 4.12.21.The programme was split into three distinct but connecting themes. The first examined the difference between collaboration and collegiality, why collegiality is necessary in today's schools, who the key players are in developing this collegiate culture and what impact this has on learning and teaching. The second theme 'Collegiality and A Curriculum for Excellence' explored the developments taking place within the curriculum and used the four pupil capacities of successful learners, confident individuals, responsible citizens and effective contributors. Participants were asked to reflect on the extent to which these capacities could apply to teachers working in a collegiate school. In particular they were given time to consider the role of the PTs/DHTs in moving collegiality forward within their schools. The third and final theme attempted to identify where collegial working supports the Ten Dimensions within the recent HMIE publication *The Journey to Excellence* and invited delegates to think about the evidence that would be needed to support a claim of 'excellent collegiality'.

## CHAPTER 5: THE ATTRACTIVENESS OF SCHOOL LEADERS' ROLE

### 5.1 Monitoring of supply versus demand situation of school leaders

- 5.1.1. The supply versus demand situation of headteachers and depute headteachers in Scotland is monitored. The information is published annually in *Teacher Vacancies and Probationer Allocations*. The vacancy information in *Teacher Vacancies and Probationer Allocations, 2006* was derived from the February 2006 teacher and educational psychologist vacancy survey. It includes vacancies that had been advertised for permanent appointments or appointments of at least one term's duration, which existed at 18 February 2006. (No comparable statistical information is gathered for principal teachers.)

### 5.2 Supply and quality of school leaders

- 5.2.1. There were 61 vacancies for headteacher and depute headteacher posts in primary schools advertised at February 2006 (equivalent to 1.6 % of the full complement). The number of vacancies had decreased from 110 in 2005. There were 25 vacancies for headteacher and depute headteacher posts in secondary schools advertised at February 2006 (equivalent to 1.5 % of the full complement). The number of vacancies had remained constant since 2005. There were 11 primary school headteacher and depute headteacher advertised posts which had been vacant for more than three months (equivalent to 0.3 % of the full teaching complement), a decrease from 32 in 2005. There were 8 secondary school headteacher and depute headteacher advertised posts which had been vacant for more than three months (equivalent to 0.5 % of the full teaching complement), an increase from 6 in 2005.

**Table 5.1: Post vacant for more than 3 months by sector in Scotland, 2002-2006**

	Number of vacancies					% of full complement
	2002	2003	2004	2005	2006	
Primary Head, Depute Head	24	41	35	32	11	0.3
Secondary Head, Depute Head	7	5	8	6	8	0.5

**Source: Teacher Vacancies and Probationer Allocations, 2006**

- 5.2.2. A number of stakeholders have expressed concerns about the attractiveness of headteacher posts and the consequent small number of candidates coming forward to fill some of these vacancies. Various reasons have been postulated for this, including the comparatively slight differentials in levels of salary between headteacher and other promoted posts, the ever growing complexity of the role, unmanageable workload, or excessive accountability demands. In addition to these general issues, there are specific difficulties about attracting candidates to leadership posts in schools in rural areas.

### 5.3 Total number and composition of school leaders

#### *Gender*

- 5.3.1. In 2005, a total of 14,052 school leaders (headteachers, depute headteachers and principal teachers) were employed in Scottish primary and secondary schools. There were 22,873

teachers in primary schools and 25,613 in secondary schools (in total 48, 486 in both sectors). Thus, 28.9% of those employed in primary and secondary schools were school leaders in 2005. In primary, 20% of females and 37% of males were school leaders. In secondary, 30% of females and 44% of males were leaders. In the primary sector, 4,941 school leaders were employed: 4,314 (87.3%) were female and 627 (12.7%) were male. In the secondary sector, 9,111 school leaders were employed: 4,427 (48.5%) were female and 4,684 (51.5%) were male.

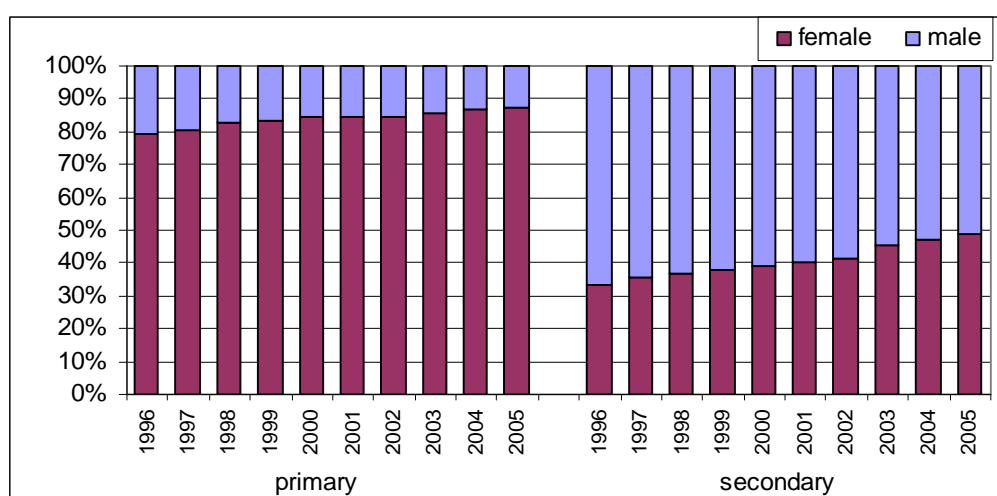
**Table 5.2: Breakdown of school leaders (headteachers, depute headteachers and principal teachers) by gender and sector, 2005**

	female	male
primary	4,314	627
secondary	4,427	4,684

**Source: Teacher Census September 2005 Results**

- 5.3.2. Figure 5.1 shows the increasing percentage of leaders who are female. In the primary sector, females occupying leadership positions has increased from under 80% in 1996 to over 87% in 2005. In the secondary sector, females occupying leadership positions has increased from 31% in 1996 to just under 49% in 2005.

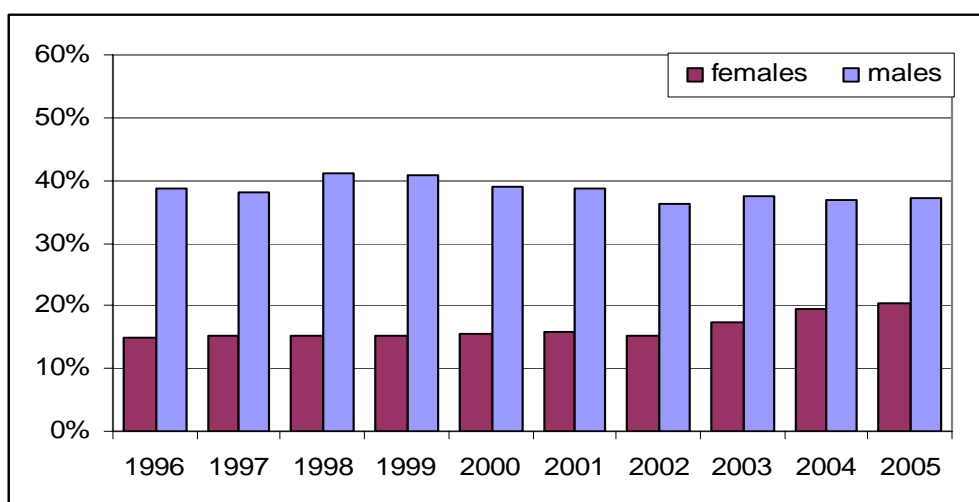
**Figure 5.1: Percentage of male and female leaders (headteachers, depute headteachers and principal teachers) in the primary and secondary sectors, 1996, 2005**



**Source: Teacher Census September 2005 Results**

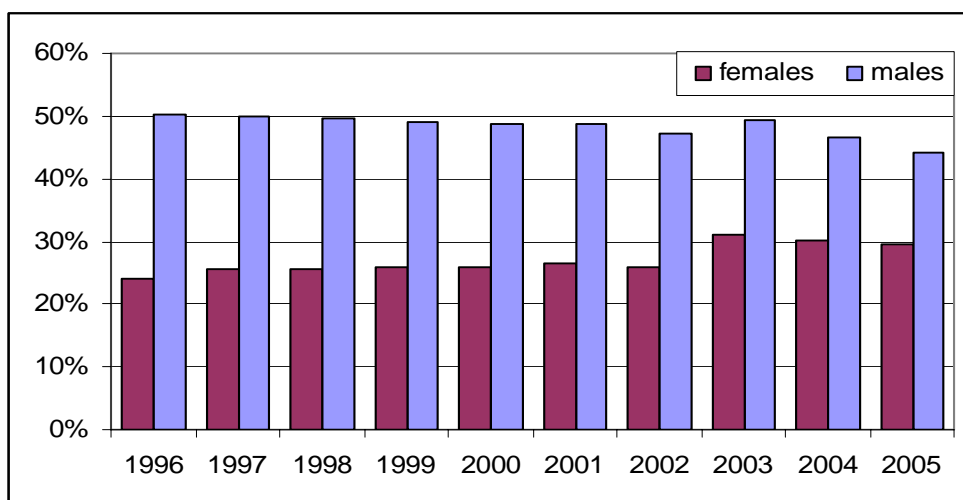
- 5.3.3. However, Figures 5.2 and 5.3 show that this is partly due to the increase in the proportion of the workforce that are in leadership roles. Until 2002 there was very little change in the proportion of female teachers who were leaders, though since then there have been significant increases.

**Figure 5.2: Proportion of primary school teachers (headteachers, depute headteachers and principal teachers) who are leaders by gender, 1996-2005**



Source: Teacher Census September 2005 Results

**Figure 5.3: Proportion of secondary school leaders (headteachers, depute headteachers and principal teachers) who are leaders by gender, 1996-2005**

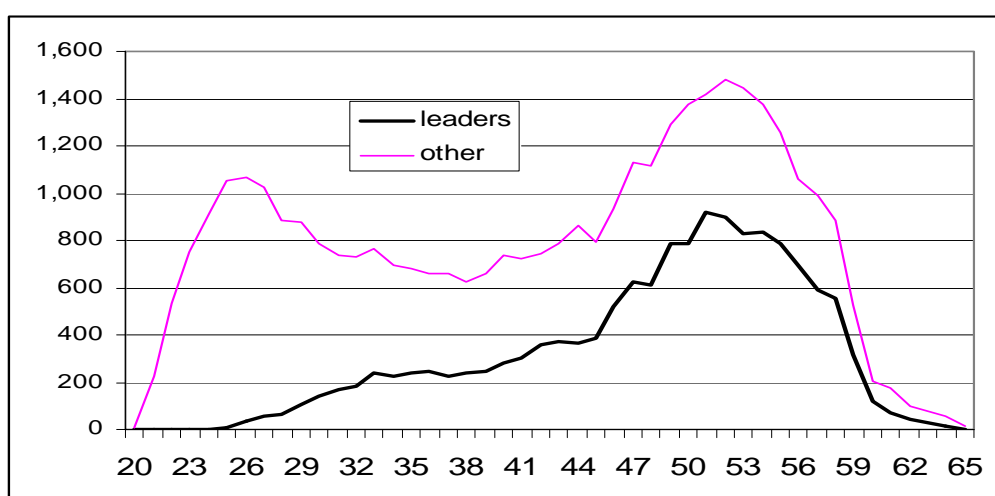


Source: Teacher Census September 2005 Results

### Age

- 5.3.4. Data for 2005 shows the age profile of school leaders is skewed, with the average age of 48 compared with 44 for the whole teaching workforce. The shape of the age profile in the late 40s and 50s of school leaders is no different from that of other teachers, the proportion of teachers who are school leaders being fairly constant throughout the 50s.

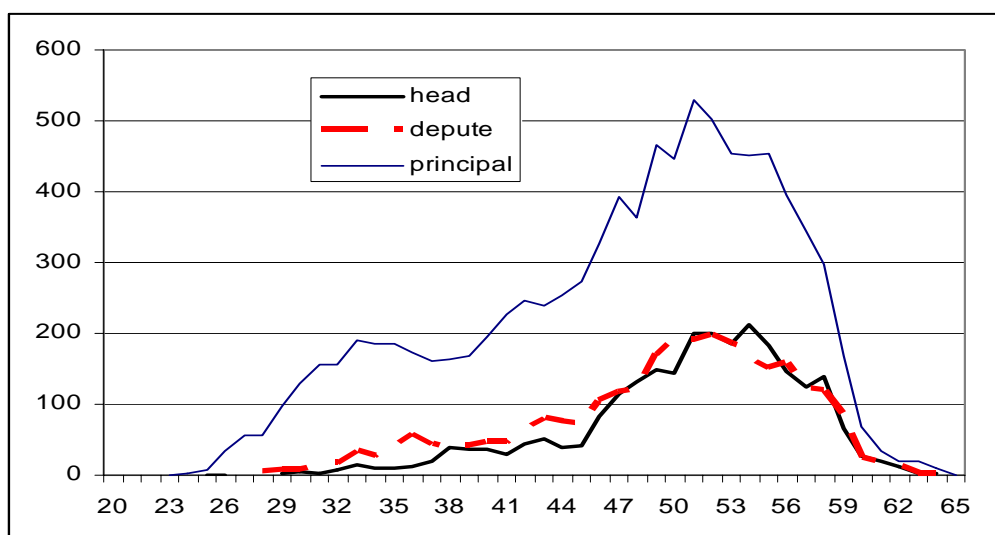
**Figure 5.4: Age profile of secondary and primary leaders (headteachers, depute headteachers and principal teachers), 2005**



Source: Teacher Census September 2005 Results

5.3.5. Figure 5.5 shows a further breakdown of these figures, with the average age of heads at 51, deputies at 49 and principal teachers at 47.

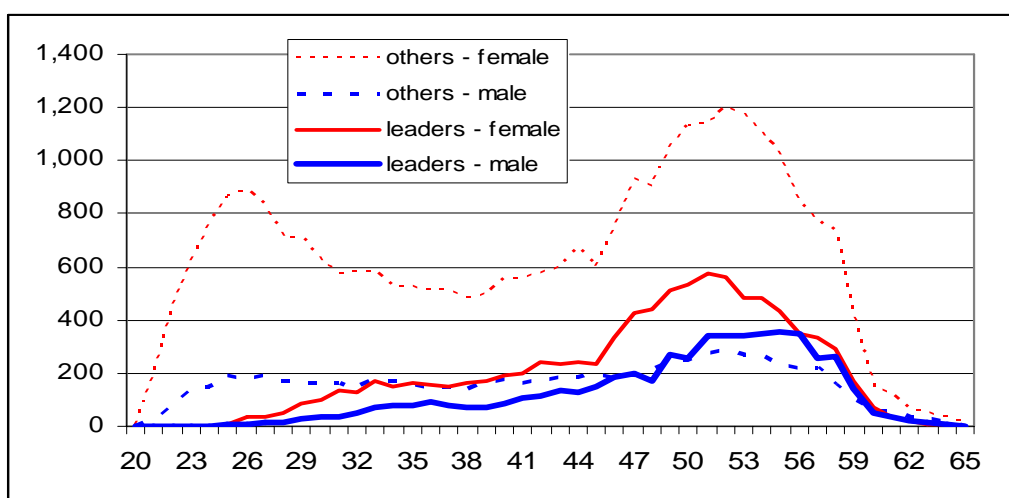
**Figure 5.5: Breakdown of secondary and primary leaders (headteachers, depute headteachers and principal teachers) age profile, 2005**



Source: Teacher Census September 2005 Results

5.3.6. Figure 5.6 shows that although 63% of leaders are female, the males who are in the workforce are more likely to be leaders than women. 24% of females and 43% of males are leaders. By the age of 49 the majority of males are school leaders, whereas amongst women this percentage plateaus at about 50%. However, amongst those who are school leaders, women are more likely to be in the higher grades.

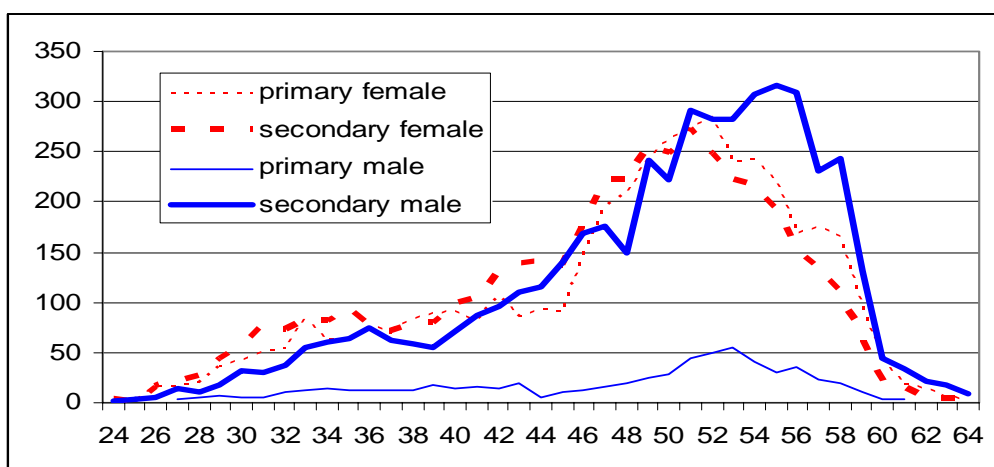
**Figure 5.6: Proportion of males and females who are secondary and primary leaders (headteachers, depute headteachers and principal teachers) by age, 2005**



Source: Teacher Census September 2005 Results

5.3.7. The peak of the age profile in male secondary teachers is several years older than for females.

**Figure 5.7: Age profile of leaders (headteachers, depute headteachers and principal teachers), by gender and sector**

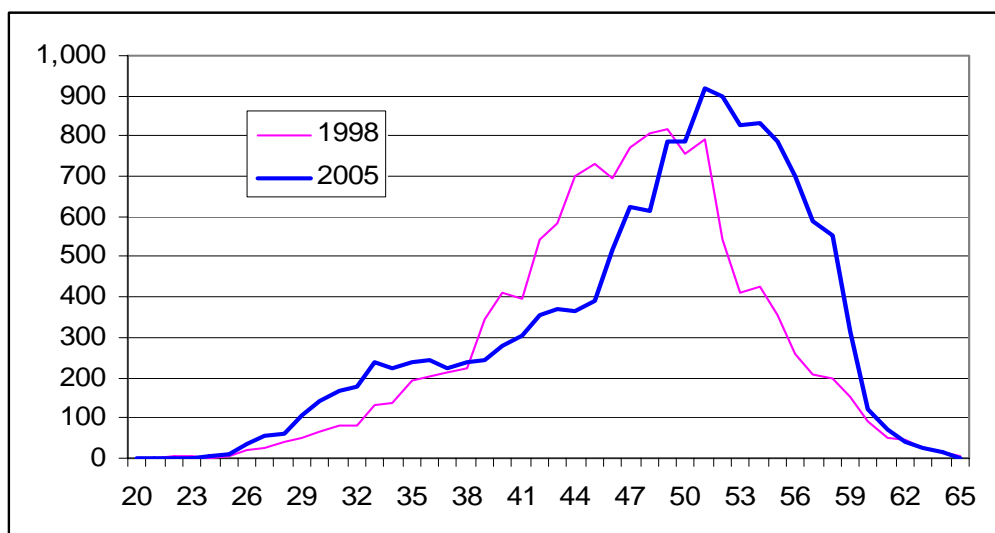


Source: Teacher Census September 2005 Results



- 5.3.8. While the 1998 data refers to an incomplete dataset, it is clear that the age profile of leaders was generally younger in 1998 than in 2005.

**Figure 5.8: Comparison of age profile of primary and secondary school leaders (headteachers, deputy headteachers and principal teachers), 1998-2005**

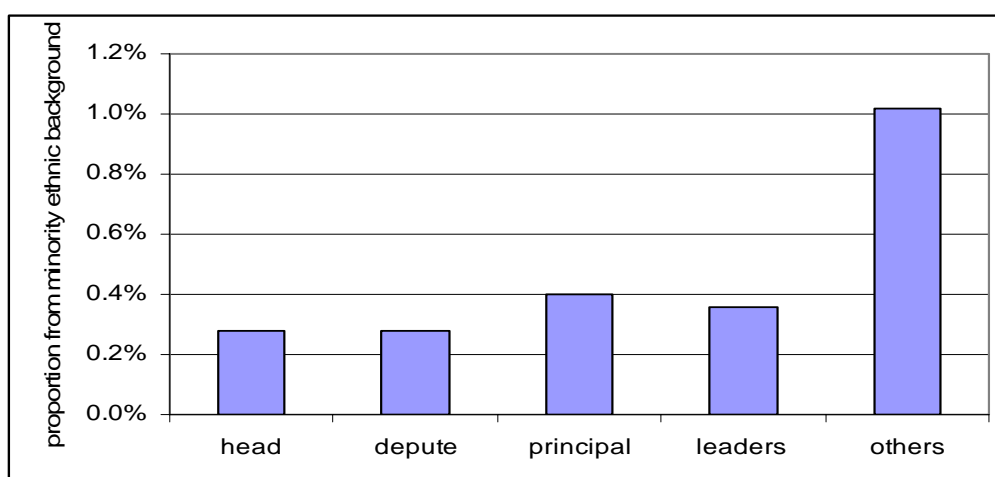


Source: Teacher Census September 2005 Results

### *Ethnicity*

- 5.3.9. The proportion of leaders from minority ethnic groups is lower than in the workforce as a whole, though this may be explained by the fact that the teachers from minority ethnic groups have not on average been in the workforce for so long.

**Figure 5.9: Proportion of leaders (headteachers, deputy headteachers and principal teachers) from minority ethnic groups, 2005**



Source: Teacher Census September 2005 Results

#### **5.4 Evidence on the reasons why qualified candidates may choose not to apply for leadership posts**

- 5.4.1. There is no evidence in Scotland on the reasons why qualified candidates may choose not to apply for leadership posts.

#### **5.5 Evidence on the proportion of teachers who aspire to school leadership posts**

- 5.5.1. There is no evidence in Scotland on the proportion of teachers who aspire to school leadership posts.

#### **5.6 Vacancies for leadership positions**

- 5.6.1. Principal teacher is the first line management position in Scottish schools. Staff normally progress to principal teacher/ depute headteacher/ headteacher by applying for advertised posts. Any teacher registered may apply for management posts regardless of the school or local authority in which the vacancy occurs.
- 5.6.2. Prospective headteachers and depute headteachers are normally already promoted staff in primary or secondary schools who apply for posts in the relevant sector advertised by local authorities. They submit applications, describing their qualifications and experience and may then be short-listed and called for interview. The local authority and the School Board have roles in the process of selecting the short list and in conducting the interview. Usually a headteacher or depute headteacher from another school also sits on the interviewing panel. In independent schools, the Board of Management or the Board of Governors normally operates a similar system for appointing senior staff.
- 5.6.3. Key characteristics of candidates sought by those involved in the appointment process include vision and leadership; communication skills and ability to empower staff to accept responsibilities; and a well-developed understanding of processes of school self-evaluation and improvement. These characteristics of effective headteachers have been identified in several key publications including the *Standard for Head Teachers* published by the General Teaching Council for Scotland and *How Good Is Our School?*, the guide to school self-evaluation published by HMIE (revised edition, 2002).

#### **5.7 Basis on which school leadership positions are occupied**

- 5.7.1. School leaders occupy their positions on the basis of full time, permanent contracts, though local authorities may employ leaders on fixed term contracts, for instance, to replace staff expected to be absent for a lengthy period. The basis of a school leader's contract does not vary depending on the type of leadership post, nor does it differ from other school educators. There are no planned changes in respect of the basis on which school leaders occupy their positions.

#### **5.8 How school leaders are evaluated**

- 5.8.1. In order to maintain teachers' professional competence and expertise at the required levels, well-planned and managed programmes of PRD are required in Scotland. New guidelines were prepared by the National Co-ordinating Committee (NCC) for the Staff Development of Teachers and distributed to all Scottish local authorities in January 1998. PRD is the process whereby the professional development and training needs of teaching staff are assessed and agreed taking into account their personal developmental requirements, the requirements of the school development plan, and the wider and longer-term needs of the education service both locally and nationally.

## 5.9 Leadership salary scales

- 5.9.1. The 1980s saw poor industrial relations between teachers and local authorities. Teachers' pay slipped significantly behind levels in England and Wales during this period, impacting on the recruitment and retention of teachers, as well as reducing morale levels among those who remained. Attempts from 1998 to 2000 to reach an agreed settlement between local authorities and teachers' organisations led to complete breakdown between the parties and an overwhelming rejection by teachers of the Millennium package offered. The 2001 teachers' agreement, *A Teaching Profession for the 21<sup>st</sup> Century*, introduced a new negotiating framework for teachers' pay and conditions of service. As mentioned above, it established the SNCT, a tripartite body comprising members from teacher organisations, local authorities, and the Scottish Executive.
- 5.9.2. Unpromoted teachers in school education (including nursery schools) are paid on a common scale. The scale starts with a probation point of £19,440 for all teachers undertaking their induction year. Once fully registered, teachers move onto a scale of 6 salary steps or 'points' from £23,316 to £31,008. Increments are granted, up to the limit of the scale, on 1 August each year. The salary scale introduced for those wishing to achieve chartered teacher status is £31,968 to £38,013.
- 5.9.3. Since August 2003, all posts of principal teacher, depute headteacher and headteacher have been subject to an agreed job sizing exercise, based on the following criteria.
- School Roll
  - Management responsibilities - staff, finance, health and safety, welfare, pupils and resources
  - Policy development and monitoring - development and delivery of policies and plans
  - External liaison - working with parents, carers, other professionals and external agencies
  - Whole school activities - participating in the whole school/authority wide activities
- 5.9.4. This directs authorities to reward promoted staff according to the nature of the post they hold, in terms of the application of the job-sizing toolkit.
- 5.9.5. Those in post before 1 April 2001 qualified for lifetime conservation. Excellent salary conservation arrangements protect salary levels for those in post when *A Teaching Profession for the 21<sup>st</sup> Century* was signed. Principal teachers, depute headteachers and headteachers whose posts were job-sized and weighted and subsequently assimilated to a lower scale than their current one qualified for salary conservation at their current salary point and will receive any future pay increases based on this.
- 5.9.6. Salaries for staff in principal teacher posts are paid at a higher rate than those on the common scale. The current principal teacher scale has 8 points from £33,804 to £43,635.
- 5.9.7. Senior promoted staff in schools (headteachers and depute headteachers) are paid a salary which is determined by the same factors listed above for principal teachers. Since August 2006 the salary scale for headteacher and depute headteacher posts has 20 points from £38,434 to £74,8440. Teachers with appropriate qualifications employed in a special school or special unit attached to a mainstream primary school, and headteachers of primary schools with such units for children over the age of 12, may receive further allowances and are paid in accordance with SNCT salary scales. There are also additions to salary for teachers employed in remote areas, mainly in the Highlands and Islands of Scotland.

- 5.9.8. The salary scales for principal teachers, depute headteachers and headteachers can be found in Appendix 2.

## **5.10 Salaries and financial benefits**

### ***Salary***

- 5.10.1. The difference between school leaders' and teachers' pay is outlined in section 5.9.

### ***Working conditions***

- 5.10.2. In common with all teachers in the state sector, school leaders in Scotland are appointed and employed by local authorities. However, teachers' and school leaders' conditions of service are negotiated at the national level by the SNCT. The SNCT negotiates issues including pay, working week, annual leave, class sizes, sick leave, maternity/family leave, discipline and grievance frameworks, main duties of teachers and staff development
- 5.10.3. There are also arrangements for teacher organisations and local authorities at the local level to conclude agreements which either vary certain national conditions of service or deliver agreements on a range of matters which are not subject to the national negotiations listed above. Each local authority has a Local Negotiating Committee for Teachers to negotiate local issues such as allowances, appointment procedures, promotion procedures, specific duties and remits, disciplinary and grievance procedures. All local agreements must be reported to the SNCT for information.

### ***Evidence of the impact of salaries, benefits and working conditions on uptake of school leadership positions***

- 5.10.4. The 2006 Audit Scotland report, *A first stage review of the cost and implementation of the teachers' agreement 'A Teaching Profession for the 21st Century'*, identified a potential issue regarding uptake of school leadership positions arising from job-sizing.
- 5.10.5. The process of job-sizing meant that there would be differing outcomes among similar grades of promoted post due to the type of responsibilities held and the resultant salary conservation or increase. This has led to the perception among some teaching staff that anomalies had arisen. Only 26 % of headteachers and depute headteachers feel the new career structure has addressed anomalies in pay versus management responsibility.
- 5.10.6. According to Audit Scotland, a further consequence of job-sizing is the potential creation of disincentives in some cases for career progression. Those whose posts were job-sized at a grade lower than their current salary retained their existing salary point (their pay does rise along with that of other teachers whenever increases are negotiated), as did many of those whose posts were no longer part of the new career structure (assistant principal teachers, senior teachers, and assistant headteachers). It is therefore possible for a teacher whose salary is conserved to earn a similar amount or more than a promoted post which has been job-sized. This may result in reduced motivation for teachers on conserved salaries to apply for promoted posts. However, Audit Scotland also concluded that there is 'currently no hard evidence available of application numbers to promoted posts pre-job-sizing with which to compare the current situation'.
- 5.10.7. There is no evidence that working conditions have an impact on the uptake of school leadership positions in schools in Scotland.

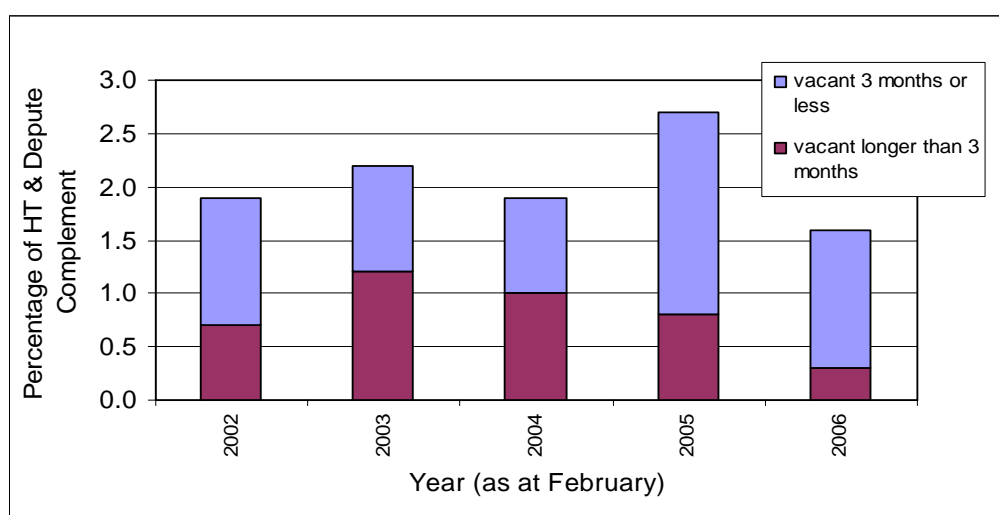
## 5.11 School leadership: Long-term career commitment or short-term assignment?

5.11.1. There is no evidence in Scotland on whether those who become school leaders view this as a long-term career commitment or a short-term assignment.

## 5.12 Number of school leaders who leave the profession

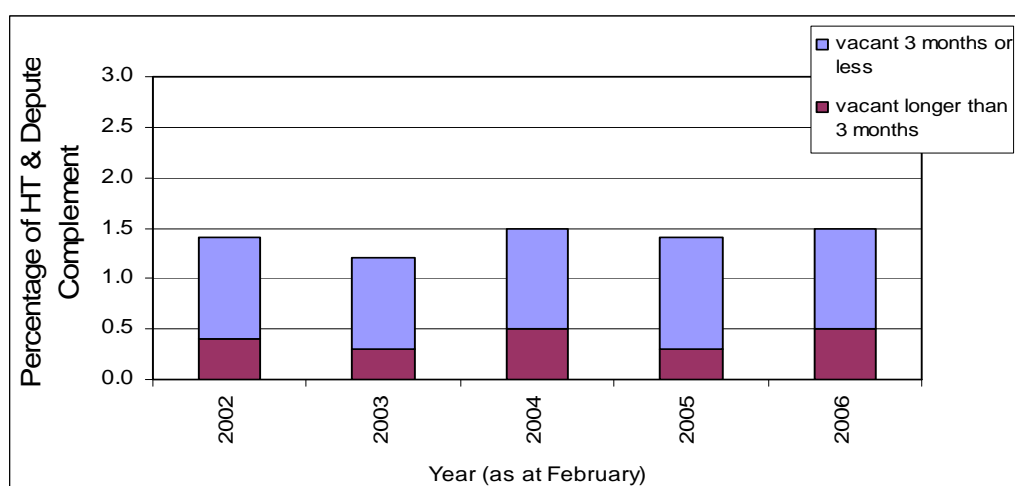
5.12.2. Figures 5.10 and 5.11 shows that there is not in general a shortage of headteachers and deputy headteachers in Scotland.

**Figure 5.10: Headteacher and deputy headteacher vacancies in primary sector, 2005**



Source: Teacher Census September 2005 Results

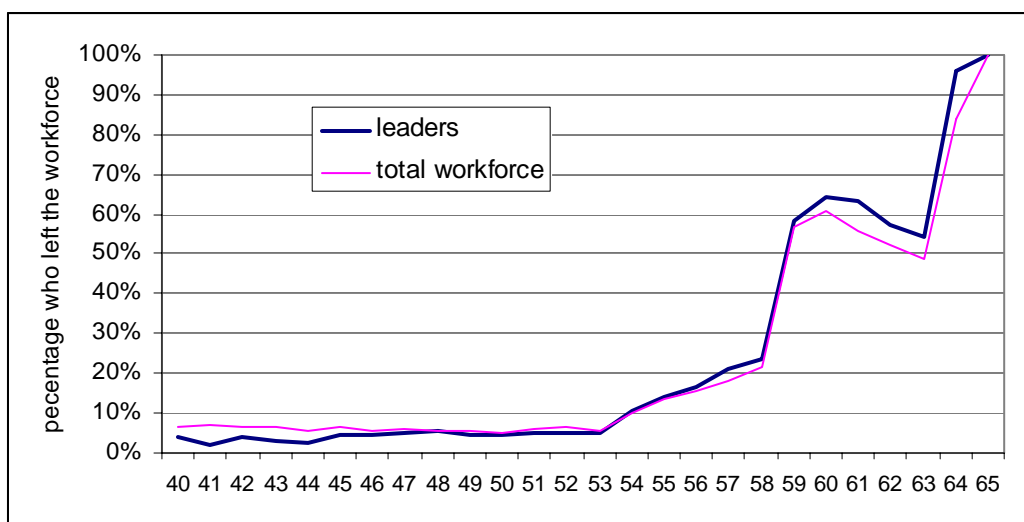
**Figure 5.11: Headteacher and deputy headteacher vacancies in secondary sector, 2005**



Source: Teacher Census September 2005 Results

5.12.3. Figure 5.12 shows that leaver rates are slightly higher among leaders than in the workforce in general, though leadership positions tended to improve retention amongst younger teachers.

**Figure 5.12: Percentage of teachers and leaders who left between 2004 and 2005, by age**



Source: Teacher Census September 2005 Results

### 5.13 Retirement of school leaders

5.13.1. Like all teachers, school leaders must retire from the post in which they are employed no later than the date of their 65th birthday. In practice, as evidenced above, many retire early. A teacher may not be permanently employed by a local authority after he or she is 65, although employment is possible on a temporary basis.

5.13.2. Teachers who are over 18 and under 55 at date of entry into service and are in full-time employment are members of the Teachers' Superannuation Scheme. Teachers who are on part-time service may voluntarily join the scheme, as can teachers who are over 55 at their date of entry into full-time employment in education. The scheme provides the following:

- retirement benefits
- death benefits
- widows' pensions
- children's pensions
- dependants' pensions

5.13.3. Contributions by employees rank for full income tax relief. Contributions are paid by employers who also pay supplementary contributions to meet deficiency charges. The contribution of employers is fixed every five years after an actuarial review of the scheme. Teachers' contributions are deducted at the rate of 6% of their salaries (teachers' contributions can also be changed after negotiation in the light of actuarial advice)..

### 5.14 Policy initiatives planned to improve the recruitment and retention of school leaders

5.14.1. There are no formal processes of leadership succession in Scottish Schools. Local Authorities and headteachers have traditionally invited potential leaders on to working parties or have involved them in wider activities in order to encourage the development and enrichment of experiences. Succession planning is increasingly beginning to feature in some leadership initiatives in Education authorities.

5.14.2 In *Ambitious, Excellent Schools* the Scottish Executive made a commitment to 'establish new routes to achieve the Standard for Headship . . . to provide choice and alternatives to the Scottish Qualification for Headship'. The aim of providing alternatives to the Scottish Qualification to Headship (SQH) is to offer candidates for headship as wide a range of development opportunities as possible to support their progression towards the Standard for Headship (SfH).

5.14.3. The reasons behind SEED making the commitment in *Ambitious, Excellent Schools* are that:

- The SQH has, for a variety of reasons, a significant drop out rate and this means that Scotland is not producing enough SQH graduates to fill the expected number of headteacher vacancies that are forecasted to arise over the next 5 to 10 years (especially in the primary sector). Estimates for the next 7 years are that between 9% and 14% of headteachers and deputies will retire each year. As a result, the Scottish Executive took the view that in order to attract others to come forward for development as potential headteachers it was necessary to establish more flexible approaches.
- Feedback from the profession indicated that teachers want a choice of routes to achieving the SfH, which are sufficiently flexible to take account of individual life styles and professional commitments and contain a wider choice of development opportunities.

5.14.4. The pilot proposal is that flexibility should emerge from a plan of activity developed individually by and for each candidate. The opportunity to put together a personal plan of action to meet the SfH, with varying levels of support as necessary, will allow an individualised approach to develop, tailored to the candidate's own particular context, experience and needs. This will be both demanding and challenging and require candidates to take professional and personal responsibility in developing their programme of activities.

5.14.5. The Scottish Executive undertook a series of informal meetings and focus groups in order to draw up these proposals. They were subsequently issued for formal consultation. The responses to the consultation were mixed although generally favourable towards the proposal. The main issue of concern raised were:

- training of coaches;
- protected time for coaches;
- co-ordination and equity of development opportunities across the country;
- higher education involvement;
- national and rigorous assessment;
- identifying the level of demand for flexible approaches;
- teachers being isolated when taking an individual approach;
- identifying the capacity and funding needed at local authority level

5.14.6. The Scottish Executive believes that the pilot will address these concerns. The pilot will run for approximately 18 months and aim to develop around 30 candidates. Required elements for candidates within this pilot will include:-

- Attendance at a residential preparatory course to self evaluate against the SfH and prepare a professional action;
- Engagement with a qualified coach;
- Production of a reflective commentary and portfolio of evidence.

Coaches will be identified and trained to allow them to engage with about 10 candidates.

5.14.7. The formal assessment will be based on that of the SQH and be administered by the GTCS. It will include:

- Submission of a reflective commentary and portfolio;
- Field assessor visit to the candidate's school recorded in a report;
- Assessment Board with presentation by candidate followed by questioning on the reflective report, portfolio and field report in respect of professional practice, knowledge and understanding.



## **CHAPTER 6: TRAINING AND PROFESSIONAL DEVELOPMENT OF SCHOOL LEADERS**

### **6.1 School leaders' preparation, development and certification**

- 6.1.1. There are no major concerns about school leaders' preparation, development or certification. HMIE have reported that school management in Scotland's is in most cases good or very good. In up to 20% of schools, however, HMIE reported some concerns over aspects of leadership. These included lack of vision, lack of engagement with learning, poor staff relationships, and limited understanding of how to promote school improvement.

### **6.2 Main pathways by which people become school leaders**

#### ***The Standard for Headship***

- 6.2.1. The Scottish Executive has expected all headteachers since August 2005 to have achieved, or be working towards achieving, the SfH, although there is no legislative or contractual requirement for this. The SQH is currently the only formal route to achieving the SfH. The Scottish Executive does recognise, however, that for some posts (e.g. rural or small schools) there may be a shortage of candidates holding the SQH. In the absence of suitable SQH qualified candidates, local authorities may satisfy themselves that candidates demonstrate the qualities and experience described in the SfH.
- 6.2.2. The Scottish Executive is currently developing alternative routes to achieving the SfH. See section 5.14.

### **6.3 Major requirements to qualify for school leadership positions**

- 6.3.1. As highlighted in section 5.6, school leadership positions are occupied on the basis of application and competitive interview. The local authority and the School Board have roles in the process of selecting the short list and in conducting the interview. Usually a headteacher or deputy headteacher from another school also sits on the interviewing panel. In independent schools, the Board of Management or the Board of Governors normally operates a similar system for appointing senior staff. Generally, the person who best demonstrates the qualities outlined in the person specification for the post is appointed.
- 6.3.2. It is also expected that school leaders should demonstrate the core competences set out in section 3.10.

### **6.4 School leadership preparation (pre-service) programmes**

#### ***SQH programme***

##### ***Aims***

- 6.4.1. As the only formal route to achieving the SfH, SQH is the major headteacher pre-appointment preparation programme available in Scotland. The SQH was introduced to ensure that people who wish to become headteachers can obtain the professional development opportunities they need prior to their appointment.
- 6.4.2. The qualification is designed to develop and improve participants' practice as school leaders and managers and so it involves not only attending courses and workshops but also a large element of work-based learning. Because of this blend of modes of learning, the SQH

programme is delivered on the basis of a partnership between local authorities and approved Higher Education Institutions.

6.4.3. The SQH programme began as a pilot in 1998 and became fully operational in the year 2000.

#### *Funding*

6.4.4. Individual candidates do not self-finance progression through their SQH programme. SQH is funded by the Scottish Executive through local authorities.

#### *Extent of in-school experience*

6.4.5. SQH is open to teachers who have 5 years' or more teaching experience and who are registered with the General Teaching Council.

#### *Entry requirements*

6.4.6. Candidates are selected for the Programme by their employers on the basis that they have already shown the potential to develop the competences required for effective school leadership and management. The number of places available to candidates is based on the national requirement for new headteachers.

#### *Institutions involved*

6.4.7. There are three approved Provider Consortia for the Scottish Qualification for Headship. Each consortium consists of a partnership of one or more HEIs with a number of Local Authorities. Candidates are selected by their employers and then register with an HEI. All the candidates must be registered with an HEI which is part of an approved provider consortium prior to undertaking the Programme.

#### *Length of time involved*

6.4.8. Overall, the Programme is expected to take 2 to 3 years to complete. The level of an applicant's current post is not be a criterion for selection, however, for many people the most suitable point of entry will probably be soon after taking up a senior management post. The Programme has a credit rating on the SCOTCAT Scottish Masters scale of 120 SM points and has been validated as a postgraduate diploma by all the HEIs in the approved provider consortia.

#### *Content and design of programme*

6.4.9. The model of learning embedded within the course is the development of theory in practice. Participants learn through:

- Leading and managing whole school improvement projects in their school;
- Reflecting upon, analysing and evaluating their experience and their own leadership and management practice and applying what they have learned; and
- Drawing on the ideas and experience of others through professional dialogue with their peers, supporter/mentor and their tutor, reading and accessing other sources of information.

6.4.10. In order to support this model of learning a mixture of practitioner and academic input run throughout the course which is delivered through a variety of modes including: seminars and

workshops, self-study activities, ICT interchanges, networks, mentoring and coaching, and one-to-one tutorials. The course is divided into 4 Units: Units 1 & 2 cover the main theoretical concepts in leadership and management, the context and purposes of education in Scotland, knowledge of the different management functions and school leadership and improvement. The specific topics are listed below:

- Unit 1: Educational Leadership - purposes of education, the policy context, changing professionalism, the school as an organisation, learning, application of ICT to learning and teaching, quality assurance; investigative skills, evidence-informed practice, critical reflection and learning, evaluation strategies, ethical and evaluative issues; The Standard for Headship and self evaluation.
- Unit 2: Developing Capability for Improvement – organisational culture, strategic planning, assessing organisational capacity, enabling professional learning and growth; managing change, the management functions – learning and teaching, people, policy and planning and finance & resources; project planning and evaluation strategies.

6.4.11. Units 3 & 4 are based on a work-based project which has to be planned, implemented and evaluated over an 18 month period. Through this project evidence is gathered to support the claims for competence against the SfH. Some details of the areas highlighted are presented below:

- Unit 3: Leading and Managing to Improve Learning, Part 1 – working with and through staff and other professionals, evaluating professional development; planning an undertaking a comparative study in another organisation; issues in implementing and evaluating change processes and outcomes; using evaluative evidence.
- Unit 4: Leading and Managing to Improve Learning, Part 2 – creating and maintaining effective learning and teaching, processes and systems for quality assurance in schools, school effectiveness and improvement, performance management, school culture and accountability, strategic and operational planning. Unit 4 will finish with a 2 day residential in which the Standard for Headship will be revisited as will the Key Purpose of Headship and the holistic nature of leadership and management considered in relation to a case study school.

#### *People involved in the SQH programme*

##### Headteacher

6.4.12. In order to carry out the practical projects associated with Units 3 and 4 candidates will need the support of their headteachers. Essentially, the projects which candidates select should be part of their school's development plan so that they are working on tasks which the school has already identified as needing to be done. The candidate's headteacher will also need to be able to verify that the candidate has undertaken the work specified in the portfolio (only one portfolio) presented for assessment.

##### Mentor/Supporter

6.4.13. In many instances, the headteacher will also act as the candidate's SQH supporter/critical friend although in some cases, this may be someone nominated by the employer from out-with the school. The critical friend will meet with the candidate on at least three occasions during Unit 3 and again during Unit 4 to advise her/him on carrying out the learning programmes and to aid critical reflection on practice.

## Tutor

- 6.4.14. Candidates are also assigned a University tutor who will support them through the Units particularly in relation to the preparation of assignments for assessment.

## SQH Co-ordinator

- 6.4.15. The local authority SQH Co-ordinator will also arrange for regular network meetings to take place with other SQH candidates. These can be used to work through some of the study materials and also to discuss general issues and principles relating to candidates' learning programmes and project work.
- 6.4.16. All supporters, local authority co-ordinators and tutors are required to have undertaken SQH training for their role.

## Field Assessor

- 6.4.17. Largely drawn from among practising headteachers, all field assessors undergo a 3 day training course before undertaking the assessment of candidate's work-based projects which are the fundamental basis upon which they are judged to have achieved the Standard. Field assessor's visit the candidates' schools and talk to the candidate's senior manager and to someone who has worked as part of their project in order to verify the written submission of the candidate.

## 6.5 Induction programmes for new school leaders

- 6.5.1. All Local Authorities offer individually tailored programmes for new school leaders. These experiences normally centre around meeting key people, understanding how the organisation functions, and having access to appropriate information and tools. Key responsibilities and management procedures are usually clarified at this stage. Many Authorities have mentoring schemes for new Head teachers but the practice is variable.

## 6.6 Types of professional development options and programmes

- 6.6.1. *A Teaching Profession for the 21<sup>st</sup> Century* stated that all teachers (including school leaders) shall have an ongoing commitment to maintaining their professional expertise through an agreed programme of CPD. It requires that each teacher has an annual CPD Plan agreed with her/his immediate line manager and, in addition, maintains an individual record of professional development activities. The agreement made clear that CPD activity should be based on an assessment of individual needs which take account of school, local and national priorities
- 6.6.2. In 2002, guidelines were issued by the Scottish Executive which outlined the framework for CPD. These documents, *Continuing Professional Development*, *Professional Review and Development* and *Professional Review and Development, Frequently Asked Questions*, placed PRD at the heart of this commitment. Self-evaluation is central to the process of PRD and is conducted against an agreed national standard for full registration.
- 6.6.3. The publication of Occasional Paper 4, *Visits to Local Authorities by the National CPD Team*, indicates that the process of PRD is, in general, well established in Scottish schools and that local authorities have developed frameworks which describe progressive professionalism organised around professional standards and themes from *How Good is Our School*. All local authorities offer quality programmes of professional development which address CPD for Educational Leaders and national and local priorities arising from *Ambitious Excellent Schools* and *A Curriculum for Excellence*. Their programmes are increasingly reflecting the

areas of professional development highlighted in PRD discussion as being of greatest importance. The balance of activities relating to national, local or individual needs varies in each authority but is specified in CPD strategies agreed with local Teachers' Joint Negotiating Committees.

- 6.6.4. School leaders have an essential role to play in promoting collegiality, facilitating professional dialogue, and developing the sharing of good practice, therefore establishing a learning culture which promotes self-evaluation and supports individual learning at all levels. By genuinely promoting the benefits and value of professional review, all teachers are encouraged to engage fully with the process.

## **6.7 Professional development as a condition of service**

- 6.7.1. *A Teaching Profession for the 21st Century* introduced an additional, contractual 35 hours per annum for all teachers. Teachers are now required to agree an annual CPD Plan with their immediate managers and to maintain a record of the CPD activities they have undertaken. For those wishing to take their careers further, whether in teaching and learning or leadership and management, the CPD Framework provides guidance on the more specific development experiences that may facilitate their career progression.

## **6.8 Evidence based on published regarding the features that school leadership preparation and development should have to be effective**

- 6.8.1. The Scottish National Priorities in Education Site ([www.nationalpriorities.org.uk/index.html](http://www.nationalpriorities.org.uk/index.html)) contains an extremely rich collection of individual reflection, small case studies etc which gives valuable insights into particular the complex world that is leadership in the myriad of contexts. Evidence regarding the features that school leadership programmes should have to be effective can be gleaned from the testimony of the many individuals who have contributed to an outstanding site.

## **6.9 Policy initiative to improve the quality of school leadership, preparation, certification and development**

- 6.9.1 Key features of policy development are significant investment in more flexible approaches to meeting the Standard for Headship and the further development of self-evaluation through *The Journey to Excellence* (<http://www.hmie.gov.uk/documents/publication/hgiosjte-04.html>).

## **6.10 Issues that have the highest priority for future policy development in school leadership, preparation, certification and development**

- 6.10.1. The issues that have the highest priority for future policy development in school leadership, preparation, certification and development are coaching and mentoring for school leaders; identifying and nurturing talent and ambition; and building leadership capacity.
- 6.10.2. Leadership is viewed as a dynamic process where people work in interpersonal and social contexts to develop and evolve the public service in sometimes dramatically changing circumstances.
- 6.10.3. In order to do this there has to be an appropriate balance between the *generic* development of leadership and the *interpersonal* development of leadership.
- 6.10.4. *Generic*, implies an awareness of the general principles of management, an awareness of different styles of leadership, models of organisation, communication, micropolitics, social interaction and the distribution of power. The sum of individual experiences and testimonies

can give a rich background to this but it must be remembered that such witness are reflecting on their own contexts.

- 6.10.5 *Interpersonal* reflects the leadership which the person is exercising in relation to others in the specific work environment. Environment and leader are dynamically linked with constant interchange of characteristics, influences, responses and feelings of control. Some leaders find events and pressures running away from them and highlight professional and personal stress as a consequence of this. There is a particular need to develop leadership skills within sometimes demanding circumstances and for authorities to intelligently support school leaders as they are challenged by their contexts.
- 6.10.6. The particular weighting of each development will depend on the individual and the context within which he or she is operating.
- 6.10.7. As mentioned above, Ministers have carried out a consultation on the development of alternative routes to this Standard; it is very likely that senior staff in schools will be able to attain this Standard through a route which draws largely upon their experience and their ability to reflect on this. There are no fees charged to candidates for either the qualification or the alternative route.

#### **6.11 Recent innovations in relation school leadership, preparation and development programmes.**

- 6.11.1. The Standard for Headship is one of four Standards which are fundamental to the structure of the teaching profession in Scotland: the others are the Standard for Initial Teacher Education (to be attained at the end of teacher education), the Standard for Full Registration (to be attained at the end of the initial induction year), and the Standard for Chartered Teacher. All share a common structure, outlining the professional knowledge, professional skills, and appropriate qualities and commitments, which contribute to informed and effective professional action.
- 6.11.2. A number of very important projects in leadership development have been promoted by the Scottish Executive, including:
- the Dunkeld Projects in four local authorities
  - the LTS/ Headteachers' Association of Scotland project on Secondary Headteacher Leadership.
  - Coaching and Mentoring projects in most local authorities.
- 6.11.2. Most of the above are in their early stages of implementation and their impact on leadership capacity and dynamic is eagerly awaited.
- 6.11.3. CPD is an entitlement for all teachers. SQH and alternative routes to the Standard can be placed in this context of a learning profession. More recently there has been considerable interest in and development of practice in coaching and mentoring, including specifically coaching and mentoring for those in leadership positions.

## CHAPTER 7: CONCLUSIONS

### 7.1 Major strengths and weaknesses in current policy on school leadership

7.1.1. The major strengths in current policy on school leadership in Scotland are as follows:

- Genuine recognition that excellent leadership is a requirement for excellent schools
- Very strong commitment from ‘top’ of Scottish Education to leadership
- Lines up with commitment to freedom in *A Curriculum for Excellence*
- SQH and emerging flexible routes – recognising need for different models of learning to allow all good candidates to come through (and recognition of need for parity of rigour/esteem for candidates coming from either route.)
- Commitment to increased budgetary control for school leaders
- Moving toward gender equality in terms of proportions of senior posts held by each gender in comparison with gender make up of teaching profession
- Contribution of headteachers as individuals to national and local authority developments
- Recognition of headteachers as distinct stakeholders within the school system
- Developing concept of ‘distributed leadership’
- Developing practice in interagency working
- Policy is broadly in line with the perspective of the profession
- Posts are filled by a competitive process of application and interview. The involvement of parents in the process has been on the whole positive over the past number of years.
- Posts have been permanent within a school. This has led to continuity, stability and improvement over the long term.
- Support and challenge from local authorities has been helpful in overcoming isolation of school leaders and in promoting corporate collegiality.
- In-service training for headteachers has generally been of good quality.
- The Self-evaluation guides in HGIOS, together with the external inspection and follow through processes has helped headteachers focus on the central areas of the quality of learning and teaching.
- Forums where headteachers can share experience have been well established.
- The recent initiatives in school leadership (SEED, Coaching and Mentoring, The Journey to Excellence, Ambitious Excellent Schools) have all been helpful in taking the agenda forward.

7.1.2. Weaknesses in current policy on school leadership were felt to be as follows:

- A feeling in the profession that the training and support do not balance with the challenge.
- There is a need for a stronger articulation of what the ‘leadership agenda’ is and what is expected of school leaders.
- Lack of succession planning and of attention given to identifying and addressing the reasons for reducing numbers of applicants for headship
- demands to ‘prioritise’ simultaneously a large number of initiatives or policies, some of these mutually in tension
- Isolation, especially in rural schools
- Temptation to fall back on charismatic leadership models
- Developing practice in interagency working can be very challenging

- Commitment to collegiality without a clear definition of what the term means or what responsibilities come with the right to be part of the decision making process (emerging situation where headteachers are, or feel that they are, forced to reach consensus or go with majority but that they are still the one who has to take responsibility if it all goes pear shaped).

**7.2. Trends and changes that might be anticipated in future policy development, in both the short and the long term, and highest priorities for future policy development in the field of school leadership**

7.2.1. The trends and changes that might be anticipated in future policy development, in both the short and the long term, and highest priorities for future policy development in the field of school leadership, are as follows:

- Further development of alternative routes to headship (short/medium term)
- Full investigation of the causes and possible remedies for reduction in number of applicants for headship (short term identification likely long term action)
- Agreement with all parties on succession planning (short term but related to bullet above)
- Devolution - Renewed focus on school development planning as the vehicle for identifying priorities in each school and then addressing them – rather than school identified priorities for improvement coming second to national priorities/initiatives.
- Coaching and Mentoring
- New models of leadership within schools, summarised as ‘distributed leadership’
- New models of management which require consultation and negotiation with staff within the school
- New models of staff development (especially coaching and mentoring)
- Growing range of staff within schools
- Development of a variety of models of learning community
- Growing requirements and/or opportunities for interagency working



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Educational Institute of Scotland	<a href="http://www.eis.org.uk/">http://www.eis.org.uk/</a>
General Teaching Council of Scotland	<a href="http://www.gtcs.org.uk/">www.gtcs.org.uk/</a>
Headteachers' Association for Scotland	<a href="http://www.has-scotland.co.uk/">http://www.has-scotland.co.uk/</a>
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Scottish Council of Independent Schools	<a href="http://www.scis.org.uk/">www.scis.org.uk/</a>
Scottish Executive	<a href="http://www.scotland.gov.uk/Home">http://www.scotland.gov.uk/Home</a>
Scottish Qualifications Authority	<a href="http://www.sqa.org.uk/">http://www.sqa.org.uk/</a>
Scottish Negotiating Committee for Teachers	<a href="http://www.snct.org.uk/">www.snct.org.uk/</a>
Scottish Secondary Teachers' Association	<a href="http://www.ssta.org.uk/">www.ssta.org.uk/</a>

## ABBREVIATIONS

ADES	Association of Directors of Education in Scotland
ADSW	Association of Directors of Social Work
AHDS	Association of Headteachers and Deputes in Scotland
BEd	Bachelor of Education
CPD	Continuing Professional Development
CBR	Country Background Report
CoSLA	Convention of Scottish Local Authorities
DSM	Devolved School Management
EEBL	Education Through Business Links Programme
EIS	Educational Institute of Scotland
EU	European Union
FE	Further Education
GTCS	General Teaching Council for Scotland
HAS	Headteachers' Association of Scotland
HEI	Higher Education Institution
HMC	Headmasters and Headmistresses Conference
HMIE	Her Majesty's Inspectorate of Education
ICS	Integrated Community Schools
IEP	Individualised Educational Programme
ITE	Initial Teacher Education
LTS	Learning and Teaching Scotland
MSP	Member of the Scottish Parliament
NASUWT	National Association of Schoolmasters/Union of Women Teachers
NCC	National Co-ordinating Committee
OECD	Organisation for Economic Co-operation and Development
PAT	Professional Association of Teachers
PGDE	Postgraduate Diploma in Education
PRD	Professional Review and Development
RE	Religious Education
RO	Religious Observance
RoN	Record of Needs
RSG	Revenue Support Grant
SCIS	Scottish Council of Independent Schools
SCOTVEC	Scottish Vocational Education Council
SEB	Scottish Examination Board
SEED	Scottish Executive Education Department
SEETLLD	Scottish Executive Enterprise, Transport and Lifelong Learning Department
SFC	Scottish Further and Higher Education Funding Council
SfH	Standard for Headship
SHIMIS	Society of Headmasters and Headmistress of Independent Schools
SIP	School Improvement Plans
SLF	Scottish Leadership Foundation
SNCT	Scottish Negotiating Committee for Teachers
SOED	Scottish Office Education Department
SSA	Scottish Survey of Achievement
SSTA	Scottish Secondary Teachers' Association
SQA	Scottish Qualifications Authority
TAC	Teachers' Agreement Communication Team
TQ	Teaching Qualification
UK	United Kingdom

## **APPENDIX 1: NATIONAL OECD ADVISORY GROUP MEMBERSHIP**

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## APPENDIX 2: LEADERS' SALARY SCALES

### Headteacher and Depute Headteachers Scale (Conserved scale)

Point	Annual Salary as at 1.08.03	2.9% Increase 1.4.04	2.9% Increase 1.4.05	2.0% Increase 1.4.06	2.25% Increase 1.4.07
1	35565	36597	37659	38412	39276
2	36414	37470	38556	39327	40212
3	37266	38346	39459	40248	41154
4	38115	39219	40356	41163	42090
5	38964	40095	41259	42084	43032
6	39807	40962	42150	42993	43959
7	40656	41835	43047	43908	44895
8	41508	42711	43950	44829	45837
9	42369	43599	44862	45759	46788
10	43389	44646	45942	46860	47913
11	44817	46116	47454	48402	49491
12	46218	47559	48939	49917	51039
13	47640	49023	50445	51453	52611
14	49053	50475	51939	52977	54168
15	50469	51933	53439	54507	55734
16	51888	53394	54942	56040	57300
17	53304	54849	56439	57567	58863
18	54714	56301	57933	59091	60420
19	56136	57765	59439	60627	61992
20	57546	59214	60930	62148	63546
21	58962	60672	62430	63678	65112
22	60375	62127	63930	65208	66675
23	61797	63588	65433	66741	68244
24	63201	65034	66921	68259	69795
25	64620	66495	68424	69792	71361
26	66045	67959	69930	71328	72933
27	67449	69405	71418	72846	74484

### Principal Teacher Scale (Job Sized Scale)

Point	Annual Salary as at 1.08.03	2.9% Increase 1.04.04	2.9% Increase 1.04.05	2.0% Increase 1.04.06	2.25% Increase 1.04.07
1	31299	32208	33141	33804	34566
2	32601	33546	34518	35208	36000
3	33900	34884	35895	36612	37437
4	35199	36219	37269	38013	38868
5	36501	37560	38649	39423	40311
6	37800	38895	40023	40824	41742
7	39099	40233	41400	42228	43179
8	40401	41574	42780	43635	44616



**Headteacher and Depute Headteachers Scale  
(Job Sized Scale)**

Point	Annual Salary as at 1.08.03	2.9% Increase 1.4.04	2.9% Increase 1.4.05	2.0% Increase 1.4.06	2.25% Increase 1.4.07
1	35500	36531	37590	38343	39207
2	36600	37662	38754	39528	40416
3	37800	38895	40023	40824	41742
4	39099	40233	41400	42228	43179
5	40401	41574	42780	43635	44616
6	41499	42702	43941	44820	45828
7	42699	43938	45213	46116	47154
8	43899	45171	46482	47412	48480
9	45099	46407	47754	48708	49803
10	46299	47643	49026	50007	51132
11	48300	49701	51141	52164	53337
12	50301	51759	53259	54324	55545
13	52299	53817	55377	56484	57756
14	54300	55875	57495	58644	59964
15	57300	58962	60672	61884	63276
16	60300	62049	63849	65127	66591
17	63300	65136	67026	68367	69906
18	66300	68223	70200	71604	73215
19	69300	71310	73377	74844	76527

**Conservation Scales**

Roll	Annual Salary as at 1.08.03	2.9% Increase 1.04.04	2.9% Increase 1.04.05	2.0% Increase 1.04.06	2.25% Increase 1.04.07
<301	32388	33327	34293	34980	35766
301-600	33462	34431	35430	36138	36951
601-800	34545	35547	36579	37311	38151
801-1000	35613	36645	37707	38460	39324
1001-1300	36708	37773	38868	39645	40536
>1300	37782	38877	40005	40806	41724
SEN	32817	33768	34746	35442	36240