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A practical guide for school leaders

Meeting the Challenge: Growing Tomorrow's School Leaders

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Rationale

“One of the most significant events in the life of a school is a change in its leadership. Yet few things in education succeed less than leadership succession.” (Hargreaves et al, 2003, p.1)

“A learning organisation is an organisation that is continually expanding its capacity to create its future.” (Senge, 1990, p.14)

These statements offer a clear insight into two contrasting, but equally valid reasons for this booklet, which aims to take a serious look at the issue of growing tomorrow's leaders.

Education is not alone in facing what some call a 'demographic time bomb'. Studies in the private sector, as well as education, have presented some stark and strikingly similar figures – that between 40 per cent and 50 per cent of sector leaders will be retiring within the next 10 years. In response to this, many businesses are now putting into place systematic succession planning programmes to replace departing leaders.

But what about schools? If so many school leaders will be leaving the profession during such a concentrated period, how do we secure a sustainable future by developing sufficient school leaders to take their place?

And is that the only reason for taking this issue seriously? The statement from Senge above suggests clearly that, whatever the demographic challenge, there are powerful reasons why today's school leaders and governing bodies should treat the development of others, the 'growth' of future leaders, as an important part of their responsibility. As Michael Fullan (2001) has said:

“What is needed for sustainable performance is leadership at many levels of the organisation. Ultimately, your leadership in a culture of change will be judged as effective or ineffective not by who you are as a leader but by what leadership you produce in others.”

How has this guide come about?

This guide argues that the task of developing others and 'growing' tomorrow's leaders is not just desirable as a philosophical requirement, but a key responsibility to be shared across the system. It is recognised that this will involve headteachers and senior leaders of individual institutions and their governors. But it is also the responsibility of national and regional bodies such as the DfES, NCSL and local education authorities to take a lead in this.

Growing and retaining leadership talent may appear to be a paradox: if talent is developed it becomes more 'marketable' and therefore more at risk. But if all schools accept that they are contributing to a national pool of leadership talent, then there is much that could be done at school level to grow leadership talent. We are responsible not only to the pupils in our schools but also to the local community and to the education system as a whole.

“All schools have a responsibility for the system, and in five to 10 years’ time we will need many more leaders as large sectors of our leadership community retire. Schools need to act now to help replace that shortfall in years to come.” Headteacher

At the same time, the development of school leaders holds many evident benefits for schools themselves. Headteachers from some of those schools in which there is substantial investment in growing leaders state that these include:

- the establishment of a culture of learning that encompasses all staff and ‘echoes’ onto the learning experiences that we develop for students
- a sense of movement and change amongst staff that brings new ideas and a spirit of enterprise in colleagues of whatever level of experience
- energised atmosphere and a knock-on effect of success and achievement throughout the school
- a reputation for enhancing careers which makes it easier to attract and retain staff

Growing tomorrow’s leaders impacts positively upon schools as well as the education system – it can be viewed as a crucial dimension within the sphere of educational leadership.

How to use the guide

This guide brings together findings from two studies, as well as the NCSL seminars on the theme, to present some practical steps as to how schools can attend to the development of future leaders in a systematic way, as part of their everyday work. Through a combination of focused activities and debate, school leaders will be able to review current practice and plan to introduce strategies for development.

The exercises contained in this guide are designed for use by school leaders with their leadership teams and, potentially, governors. It is acknowledged, however, that this approach will vary from school to school depending on size and individual context. They lend themselves therefore to more flexible use and do not need to be taken in order. Having read the substance of the guide, school leaders can plot their way through the exercises as they see most appropriate.

Building Leadership Capacity – Helping Leaders Learn by John West-Burnham

One of the key tasks that any school engages in, and certainly part of the early work in the six-step approach, is to consider the 'core purpose'. In the following think-piece, Professor John West-Burnham sets out his ideas and challenges some existing notions of leadership. He poses some thoughts about core purpose and how schools might need to change in order for them to develop their capacity for leadership and, crucially, sustain it.

As you read this paper you might consider the following questions which the paper poses.

- The article makes little reference to headteachers. What responsibilities for heads are implicit within it?
- What issues does the article raise for headteachers who feel themselves strongly accountable?
- What are the implications for heads who want to work in the ways described in the article?
- Where heads distribute leadership, how are they still able to exercise their unique leadership contribution?

Current thinking is too heavily focused on the career of the individual and ignores the potential that exists in every organisation. Emphasis on the leader needs to be replaced by recognition of leadership as a collective capacity that is reflected in structures, processes and relationships. We tend to remain locked into notions of leaders as charismatic, celebrated, powerful, authoritative figures. We talk of 'the boss', of the 'born-leader', of the 'hero-leader'. Organisations reflect this approach by remaining structured as hierarchies, careers being defined by an individual's vertical mobility. The realities of power are more complex and subtle than this vertical model implies, but it remains the case that most educational organisations are dominated by a relatively few individuals who exercise disproportionate levels of power and influence. This in turn creates dependency, minimising individual potential and creating a permission-seeking culture.

There is an increasing debate surrounding the idea of moving from the view of leaders as the product of individual characteristics to seeing leadership as collective, shared potential in the organisation.

Many organisations outside education have recognised the limitations of the hierarchical and charismatic view of leaders with real attempts to distribute and share leadership across the organisation by placing greater emphasis on team-based working and by regarding leadership development as a generic entitlement rather than an exclusive induction process. In many education systems in the world, school leadership is seen as a democratic process rather than the creation of an elite. The emphasis in our schools has been on training following an appointment. There is increasing recognition of the need to develop leadership potential in anticipation of career development. There is a tension between the creation of a structure that facilitates the career of the individual and the most appropriate design of an organisation focused on learning.

Moving from a focus on leaders to a focus on leadership can be seen to have four main components:

- Building trust
- Redesigning jobs
- Changing organisational structures
- Creating a learning culture

These changes assume a shared understanding of the nature and purpose of leadership. Leadership, management (and administration) are best seen as components of every role in a school. The effective classroom needs leadership as much as any aspect of the school's work (see opposite)

Leadership, Management and Administration

Leadership	Management	Administration
<i>Doing the right things</i>	<i>Doing things right</i>	<i>Doing things</i>
<i>Path making</i>	<i>Path following</i>	<i>Path tidying</i>
<i>Complexity</i>	<i>Clarity</i>	<i>Consistency</i>

			Subsidiarity
	Delegation	Empowerment	
Control			
Immature			Mature
Personal power			Shared authority
Hierarchy			Teams
Low trust			High trust
Dependency			Interdependency

Building trust

Trust is the ‘social glue’ of organisational life. Organisations that are high on trust tend to out-perform those that are not. Trust is the basis of personal and organisational effectiveness. Developing personal potential, securing commitment and engagement and maximising learning are all products of trust.

Control is exemplified when one person is responsible for all decision-making, when power and authority are exercised without consultation, when individuals ‘carry out orders’. There are circumstances when this is appropriate – an emergency or crisis but over time it usually serves to create dependency, passivity and alienation.

Delegation is how most organisations work – individuals are given limited amounts of authority and responsibility within highly defined levels of tasks and outcomes.

Empowerment means that high levels of authority are devolved – what has to be done is usually defined but how it is done is left to those who have the responsibility. This implies control over resources, methods and decision-making.

Subsidiarity means that power is fully distributed across the organisation. Just as in a federal state (like Germany or Australia) a wide range of powers are discharged at local level without reference to the centre.

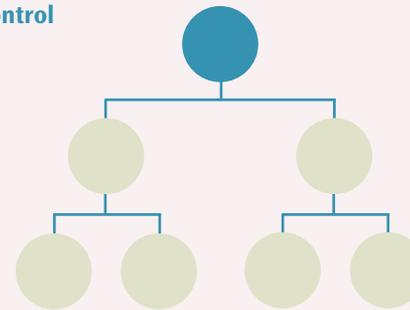
The diagram, *left*, shows the stages involved in moving from the immature organisation based on control to the mature organisation based on subsidiarity, a movement characterised by a growth in trust. Subsidiarity refers to power being fully distributed across the organisation.

The organisational implications of the movement from control to subsidiarity is represented in the diagram, *right*.

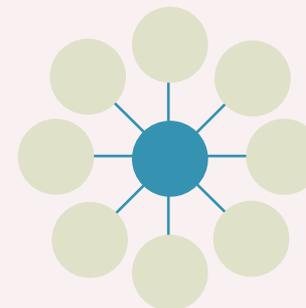
The crucial shift in this movement is an increase in the amount of trust that is available in the organisation. With control, there is virtually no trust, no choices, few opportunities for autonomous action and the need to seek permission for most activities. The move through delegation and empowerment to subsidiarity sees a growth in trust and, thereby, a growth in the leadership capacity of the organisation as more people have opportunity to lead.

Changing Structures

Hierarchical Control



Subsidiarity



Redesigning jobs

The principle here is very simple: jobs are to be defined in terms of leadership responsibilities rather than tasks. The job definition would therefore identify outcomes for which the post-holder is responsible, so enabling performance management and accountability. Strategies to support professional development and learning would also need to be in place to enable achievable outcomes to be negotiated.

Changing organisational structures

A key principle of good design is that 'form follows function'. An organisation that is focused on learning and shared leadership clearly needs a different structure to one that is based on control. This probably means a team-based structure with a coalition of teams each having responsibility for a specific function or project. Teams are probably one of the most powerful ways of developing leadership potential and capacity.

Creating a learning culture

Leadership cannot be taught; it has to be learnt. The most powerful means of developing leadership is to create an organisational culture that values the sorts of learning that are most likely to enhance the capacity of individuals to lead.

In identifying such learning, it is firstly necessary to identify the most appropriate mode of learning. Three modes of learning can be identified: shallow, deep and profound. Shallow learning is concerned with the acquisition of information. It is largely demonstrated through memorisation and replication and it can result in compliance and dependency.

Deep learning, by contrast, is focused on the creation of knowledge through the development of understanding. This means that the knowledge can be applied on the learners own terms. Profound learning describes the situation where knowledge is converted into wisdom and where understanding becomes intuition. A learning culture, therefore, will most strongly develop from strategies that promote deep and profound learning.

Allocating time for reflection and coaching are two such specific learning strategies that may be used.

Conclusion

An inevitable and bizarre feature of the transition process is that it has to be started by someone who is willing to preside over the diminution of his or her own power. The complexity involved in moving from a focus on leaders to a focus on shared leadership should not be underestimated. It has to be viewed as a learning process. Once leadership has been developed in all the adults in a school, it might then be appropriate to include young people in the development of leadership capacity and potential.

Reflections

Headteachers and distributed leadership

Whilst there is much interest in the idea of distributed leadership, there is less attention to the implications it has for headteachers.

Regardless of whether and how leadership is shared, heads remain accountable for their schools and this fact alone has to be faced by those who advocate distributing leadership.

Nor does advocacy for distributed leadership mean it is appropriate in all circumstances. In some contexts and at some times, it would be foolish to share out leadership to others.

For example, we know from evidence and experience that in schools which have severe weaknesses and need special measures it is often the case that a headteacher needs to work, at least for a time, in a strongly directive way.

Leadership is contingent upon context. Effective headteachers take account of the situations they find their schools in. They identify the weaknesses, diagnose what needs to be done and shape their actions and styles to the needs of the school at that time.

There is no single best way to lead, and this outlook includes distributing leadership. Wholesale belief in the dispersal of leadership is not being promoted here. Rather, we need to explore two things. First, how heads, who may find 'letting go' difficult, can draw upon the leadership skills of colleagues, whilst retaining their accountability for the school. Second, how distributing leadership can accelerate school performance.

In terms of identifying the implications of distributed leadership for headteachers evidence shows that heads in schools where there are high levels of shared leadership remain strong leaders, but in different ways to the stereotypical view of powerful heads.

It appears from the evidence that distributed leadership requires, if anything, a strengthening of the relationship between the headteacher, the leadership team and the middle leaders. Without these string ties between the head and others, the lines of accountability are unable to function effectively and middle leaders are not properly supported.

In schools where leadership is distributed, the heads aim to ensure that decisions are taken by those who are closest to the action needed, have the best knowledge and are most affected by the decision.

For example, this means that in schools with effective distributed leadership, middle leaders are responsible for improving the quality of teaching and learning in their spheres of influence and are held accountable for those improvements by their senior leaders and the headteacher.

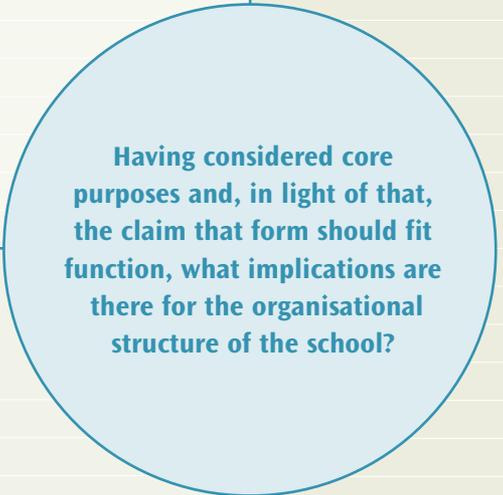
Being empowered therefore does not mean that heads relinquish power. Rather, they increase the power of everyone and thereby make the power of the school to improve greater.

The format opposite now invites you to consider, with your leadership team, the central question in the circle and those linked to this in the external boxes.

1 Consider roles in the school – are there changes you would now like to make?

3 How might you use this article with governors? Staff? Others?

2 What practical steps would need to be taken if you do move towards such changes?



Challenges and Responsibilities

Professor West-Burnham's think piece focuses upon cultural change, something that is acknowledged to be crucial to school improvement, yet which can, at times, appear intangible and difficult to define. It is through taking practical steps that cultural shift is achieved and sustained and this is the premise on which this guide is based.

Assessing challenge

Growing leadership potential requires an appreciation and acknowledgement of the challenges and obstacles that face us. Only then can real growth be nurtured and sustained. What follows are two self-assessment exercises aimed at developing a shared understanding, within the school's leadership team, of the real challenges and responsibilities that schools and individuals face. The involvement of others, for example the school's governing body, might also be considered, if appropriate.

In the first exercise, it might be beneficial for team members to complete the ratings individually and identify the evidence that illustrates their judgements. This will enable a useful shared understanding of potential challenges to emerge through subsequent discussion. However, it might prove helpful to initially discuss, as a group, the statements themselves to secure a common appreciation of their meaning. The exercise firstly asks for ratings (where 1 is the lowest) to be made for each of the nine statements. Evidence used to justify these judgements should then be briefly recorded alongside these ratings.

**How much of a challenge is this in your school?
What evidence do you have to illustrate this?**

	LOW 1	2	3	4	HIGH 5	
	<input type="radio"/>	Convincing those who are resistant to innovation and change				
	<input type="radio"/>	The distractions of excessive management and the demands of needing to react to daily events				
	<input type="radio"/>	Ensuring that teacher appointments are of sufficiently high quality				
	<input type="radio"/>	Managing funds such that there is enough time for coaching and mentoring				
	<input type="radio"/>	Building a shared vocabulary for leadership				
	<input type="radio"/>	Ensuring equity and fairness to the establishment of distributed leadership by creating an appropriate system of rewards and accountability				
	<input type="radio"/>	Creating an environment sufficiently secure for leadership to develop				
	<input type="radio"/>	The broadening of the role in terms of community leadership				

14

Having carried out the exercise on p.13, use the grid below to list the top three challenges for your school and brainstorm ways in which you might overcome them.

Challenges	Actions
1	
2	
3	

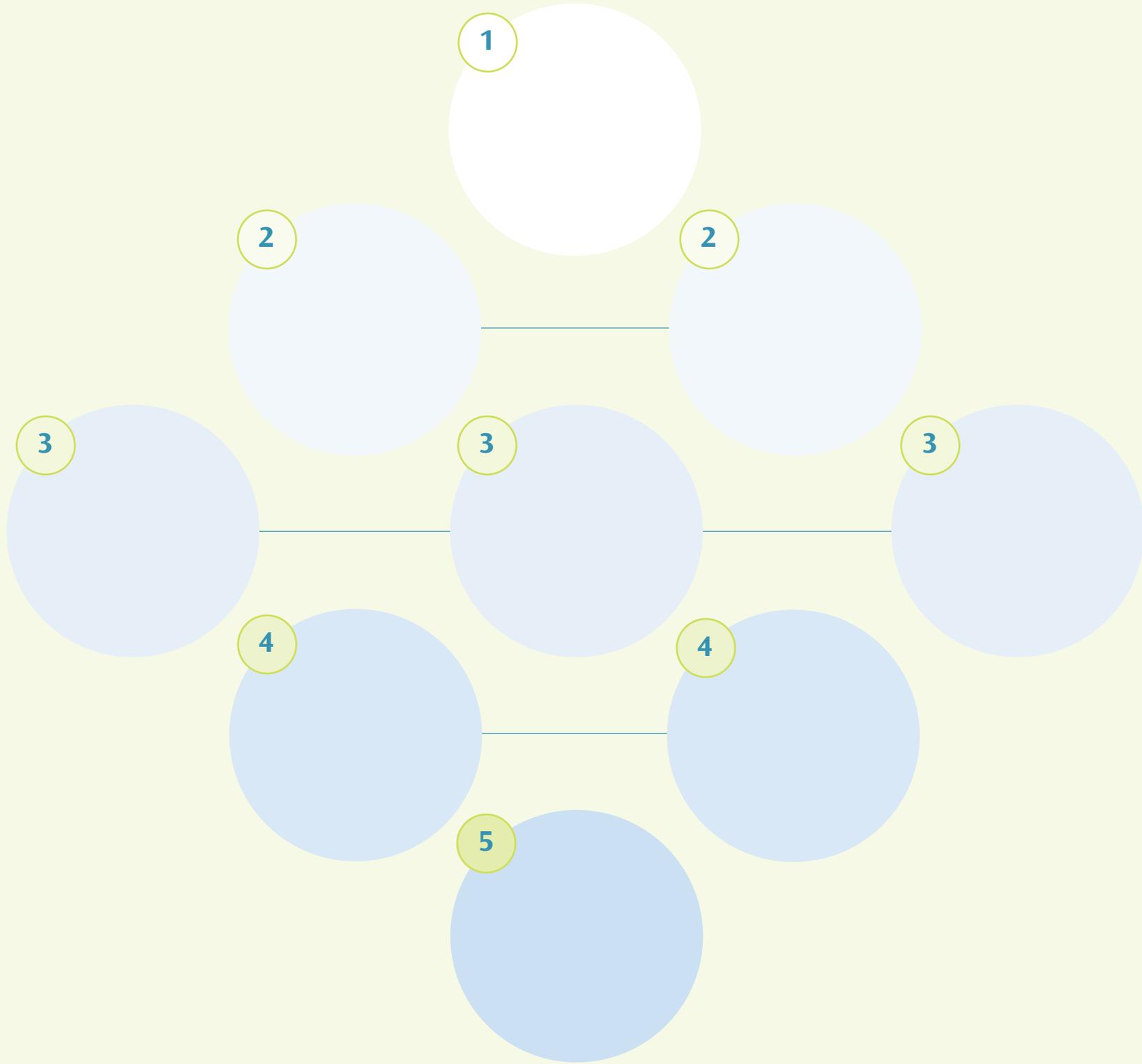
Assessing responsibilities

You may wish to use this exercise to explore, with your team, issues of responsibility. Invite each member of the leadership team to prioritise the following nine statements, many of which are taken from either the article by John West-Burnham or from the article by Frank Hartle from the HayGroup which follows. **15**

In pairs, share your responses and try to form a common agreement. Take this agreed response to share with another pair and repeat the process. The statements can be organised in the form of a diamond where 1 has the highest priority (see overleaf).

Which of these actions do you think will have the most impact on growing tomorrow's school leaders in your school? Why?

- **Review organisational structure to increase team working**
- **Ensure regular career planning discussions for all staff**
- **Define jobs in terms of leadership responsibilities rather than tasks**
- **Review the extent to which staff are given clear accountability frameworks for their work**
- **Maintain the leadership focus on children's learning**
- **Establish and develop a learning culture for everyone by ensuring continuing professional development**
- **Promote innovative and creative approaches to leadership, through networking and other opportunities**
- **Develop coaching as an integral process throughout the school**
- **Routinely provide shadowing opportunities for staff**



Growing Tomorrow's Leaders¹

by Frank Hartle

It is absolutely critical that all schools take a pro-active stance in talent development, or risk a leadership recruitment crisis.

The short article below was prepared by Frank Hartle of the HayGroup for the first NCSL seminar on the theme. It builds on Professor West-Burnham's think piece through:

- proposing the taking of steps to develop a culture where building leadership potential is integral to a school's processes
- presenting some of the key findings and arguments from the HayGroup's study of good practice in identifying and nurturing future school leaders
- preparing the way for a systematic – the six-step – approach

What does succession-planning look like outside of education? How do other organisations tackle this issue? What does good practice look like in both public and private sectors and what can schools learn from the practice of others?

Data was collected from 25 organisations that included public sector (the Health Service and the Civil Service) and private sector organisations (such as global brand names) and smaller companies.

The demographic pressure

The ramifications of this means that failing to act is not an option. 45 per cent of heads and deputies are aged over 50 and will be retiring in the next 10 years or so. There are 25,000 headteacher posts. At the same time, NCSL recognises that many teachers have a leadership role. Therefore, the sector probably requires about a quarter of a million leaders to manage its schools. The responsibility for growing such leaders is inescapable.

¹ Hartle F and Smith K, (2004), *Growing Tomorrow's Leaders: The challenge*, (NCSL)

Practice in other organisations

It is a huge challenge for the school sector to ensure that there are enough leaders in the right place, at the right time, with the right kind of quality. All the organisations in the survey were experiencing problems in securing leaders for the future. These organisations tend to take a longer-term view. They look at the totality of need and adopt a systematic process for tracking people who enter the organisation and preparing them for future leadership roles. This is the concept of a leadership pipeline.

Five characteristics

1. Integration

Succession planning is rarely a stand-alone process. In other words, leadership development is linked to issues like recruitment, retention and performance management; and part of an organisational strategy (for example, where the organisation is going; what it stands for). The organisations tend to take a more holistic, joined-up approach.

2. Definition

Many organisations have a very clearly defined framework. For example, if we think we know what successful leadership will look like in five years' time, we will have defined what it is we want from our leaders in five years' time. Sometimes these needs are defined in terms of technical skills, sometimes they are defined in terms of behaviours or competences or similar kinds of attributes.

3. Flexibility

The world is constantly changing and so the frameworks need to be flexible. They are reviewed regularly. Organisations look ahead as far as they can but recognise that they may need to return to adjust their assumptions about leadership requirements and leadership qualities. It is also recognised that there is more than one route through their organisation towards leadership.

4. Fluidity

Many organisations set out to identify what they call a talent pool. They are clear about identifying people's potential. However, the talent pool is fluid because the organisations are uncertain about what they may require for successful leadership in the future. They do not, therefore, restrict potential leaders to a narrow set of requirements.

5. Personal development

The practice outside of education is still focused very much at the individual level. Personal and professional development is used by many organisations as both a recruitment and a retention tool.

New models of school leadership

Leadership within the school sector is changing. Distributed leadership, learning-centred leadership and collaborative leadership are promoted within school and between schools. These new, emerging models will have an impact on the organisational structures, and will have an impact upon how we start to define leadership roles within the school.

Innovative practices in some schools/LEAs

Interviews with 30 officers in LEAs showed that formal succession planning systems hardly exist in the school sector. Very few schools and very few LEAs approach succession planning in the kind of systematic ways that large organisations like Unilever, Philips or IBM would approach it.

Historically, career development, has been largely driven by the individual teacher. However, innovative development does exist in schools and LEAs and this stands comparison with any sector anywhere.

What can schools learn?

The size of schools matters. The majority of schools are small organisations so there needs to be a realistic view of what they can actually do.

Leadership talent management process is critical but a succession planning process for the whole system is not practical. It is necessary to adopt a combination of succession planning and leadership development. There has to be activity at three levels:

- school
- regional, eg LEA or NCSL Affiliated Centres
- national, eg NCSL

Next steps

Leadership development takes place in school and the key people are middle leaders. One of the most powerful development activities is high-class coaching. The significance of developing coaches in schools is a top priority. Emergent leadership starts two to three years after qualification but some schools begin to develop leaders in the first year of teaching.





A **six-step**
approach
for schools

The six-step approach for schools, developed by Frank Hartle, is outlined below. Each of the steps is then explored in greater detail through the use of practical examples.

Schools can then consider, in light of their own individual contexts and stages of development, the question, ‘To what extent would such approaches be suitable for us?’ or ‘What lessons can we learn from these approaches in relation to our own practice?’

In presenting the six-step approach it should be noted that the first step – Create a culture for growth – underpins the whole process and is both ongoing and developmental. Therefore, whilst there are practical steps that schools can take towards the creation of such a culture, it is intended that a school move to step two as a starting point for the process, having considered matters relating to culture.

1

Create
a culture for
growth

Leadership is more likely to develop where the overall ethos of the school is supportive and encouraging. Schools that are learning organisations seek to create the conditions that are conducive to nurturing leaders.

2

benchmark
current practice

Before charting a process for development it is essential to review your current position. Take time to reflect on, and carry out an audit of, your current practice (a questionnaire is provided in the guide for this purpose).

3

define
the leadership
qualities you want

Growing school leadership talent requires that leadership tasks within the school and the qualities required to do them effectively are defined and understood. In all schools there is usually a range of leadership roles, representing varying degrees of complexity and accountability.

4

identify the leadership talent pool

Leadership talent management emphasises the management of individuals rather than roles. By identifying individual aspirations and having a clear idea of the key differences in knowledge, skills, experience and behaviours required to move between levels of leadership work, the two can be mapped and plans formed to develop individuals.

5

assess individual talent

Having identified those you think will make very good leaders within the school, have a process of assessing how they well are doing against some kind of leadership criteria. An effective performance management process will deliver informed judgements on an individual's current performance. Also, it might give an indication of the individual's potential to take on leadership work within the organisation.

6

grow talent leadership

There are a number of practical steps that can be taken to grow leadership. In *Building Capacity: Developing your school* (NCSL, 2002), these key activities have been identified:

- provide opportunities to exercise leadership
- give staff the opportunity to take risks in trying out leadership tasks and backing them up
- promote individual leadership on whole school issues
- encourage everybody to see the school holistically so that teachers can see beyond the classroom
- place emergent leaders in key roles

Step **one** Create
a culture for
growth



1

Create a culture for growth

Culture, 'the way we do things round here', is the result of a complex interaction between a number of variables:

- *shared values, vision and purpose*
- *a common language*
- *leadership style and behaviour*
- *approaches to change, creativity and innovation*
- *organisational structures and roles*
- *roles and relationships*

To be successful in growing leadership, it is important to create favourable conditions. The following list has been compiled by school leaders describing strategies that they have found to be effective.

- 1** **Model leadership behaviour by being visible around the school.**
Be immersed in the school, engaging in formal and informal dialogue with teachers and support staff.
- 2** **Build trust by encouraging risk-taking and giving authority.**
Value the opinions of others. Create a culture that nurtures leaders by allowing for mistakes and by valuing people for who they are, not what they are.
- 3** **Be open, accessible and listen carefully.**
- 4** **Ensure that staff meetings address learning and teaching.**
- 5** **Be explicit about your model of leadership.**
Understand that leadership has to be fluid, flexible and responsive to need.
- 6** **Ensure that leadership is inclusive and personalised and in tune with the whole school.**
- 7** **Identify leadership potential in others through observation and discussion.**

8

Develop leadership potential through performance management.*But introduce a system for spotting and developing leadership potential through informal settings too.*

9

Link growing leadership potential with school improvement planning.

10

Recognise that smaller teams can increase willingness to lead and reduce threat.

11

Encourage collaboration across the school and between different groups.

12

Don't dismiss 'late developers' or 'slow burners'*Look at the talents of those about to retire.*

13

Promote an inclusive approach to a review of the school by asking members of staff to write a short letter expressing their perspectives.

14

Organise a series of one-to-one mini-interviews for teachers to meet with the headteacher.

“

Use the Investors in People standard as a lever for modelling culture change to the whole staff.

”

15

Seek pupil perspectives on school improvement.

16

Introduce peer coaching and mentoring for all staff. Use this as a two-way process by operating a buddy system.

17

Learn about current leadership theories through reading.
Consider what is happening worldwide as well as nationally.

18

Ensure teachers learn in school as well as going off-site sometimes.
Shift culture of teaching so that teachers learn from each other both within and between schools.

19

Use the Investors in People standard as a lever for modelling culture change to the whole staff.

20

Establish networked learning communities by linking with other schools.

21

Pay attention to the environment. Ensure that displays, murals and other artefacts reflect the ethos of the school.

Step **two** benchmark current practice



2

Benchmark current practice

When beginning a new journey, it helps to have a clear idea of the starting point. This questionnaire will provide information that will help in charting a course of development. Invite different members of staff and governors to complete it independently and then compare responses. The variety of feedback should prompt useful debate.

	never	rarely	occasionally	consistently	
<input type="radio"/>	1 We place a high priority on the development of our leadership talent.				
<input type="radio"/>	2 We have a policy in place for identifying and managing talent.				
<input type="radio"/>	3 We focus our leadership talent development resources on high-potential staff.				
<input type="radio"/>	4 The assessment of leadership potential is based on multiple points of view.				
<input type="radio"/>	5 Leadership potential is identified early in a teacher's career for development to have maximum impact.				
<input type="radio"/>	6 We routinely ask individuals to articulate their career aspirations.				
<input type="radio"/>	7 Our professional development reviews result in clear action plans.				
<input type="radio"/>	8 The execution of individual action plans is rigorously tracked.				
<input type="radio"/>	9 Action plans are based on a thorough assessment of performance and development needs.				
<input type="radio"/>	10 We identify essential leadership behaviours and competencies for different roles.				

never

rarely

occasionally

consistently

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11 We provide opportunities for staff to receive objective feedback on these competencies.

12 We send clear signals to our team leaders that developing talent is a priority.

13 We are clear with individuals regarding our view of their potential.

14 We actively manage the careers of talented individuals within the school.

15 We offer talented staff stretching assignments to challenge them and maintain their interest.

16 We ensure appropriate rewards and recognition for our high-potential staff.

17 Talented staff are offered ongoing support in their development, eg coaching, mentoring, action learning sets to supplement any formal leadership development programmes.

Further reading

Frank Hartle, in a forthcoming report for NCSL on mapping career pathways through the secondary school system, also makes reference to many organisations adopting flattened school organisational structures with clearly defined roles. Schools traditionally still have a number of layers and jobs which might be described as 'hybrid' encompassing a wide range of responsibilities. The report gives ideas for re-thinking existing school structures and role profiles within these which may provide further useful reading.

Step

three

define the leadership
qualities you want



3

Define the leadership qualities you want

Growing school leadership requires that leadership tasks within the school and the qualities required to do them effectively are defined and understood. In all schools there is usually a range of leadership roles representing varying degrees of complexity and accountability, eg subject/key stage co-ordinator, deputy head and headteacher.

Developing leadership potential over time requires placing individuals in a variety of roles, with an expanding range of responsibilities and accountabilities.

Historically, larger schools offered more scope for a variety of leadership experiences, whereas smaller schools often relied upon lateral movement. However, the expansion of initiatives such as networking and extended schools offers a number of new leadership opportunities in both small and large schools.

It is critical to define what excellence looks like for each leadership role within the school.

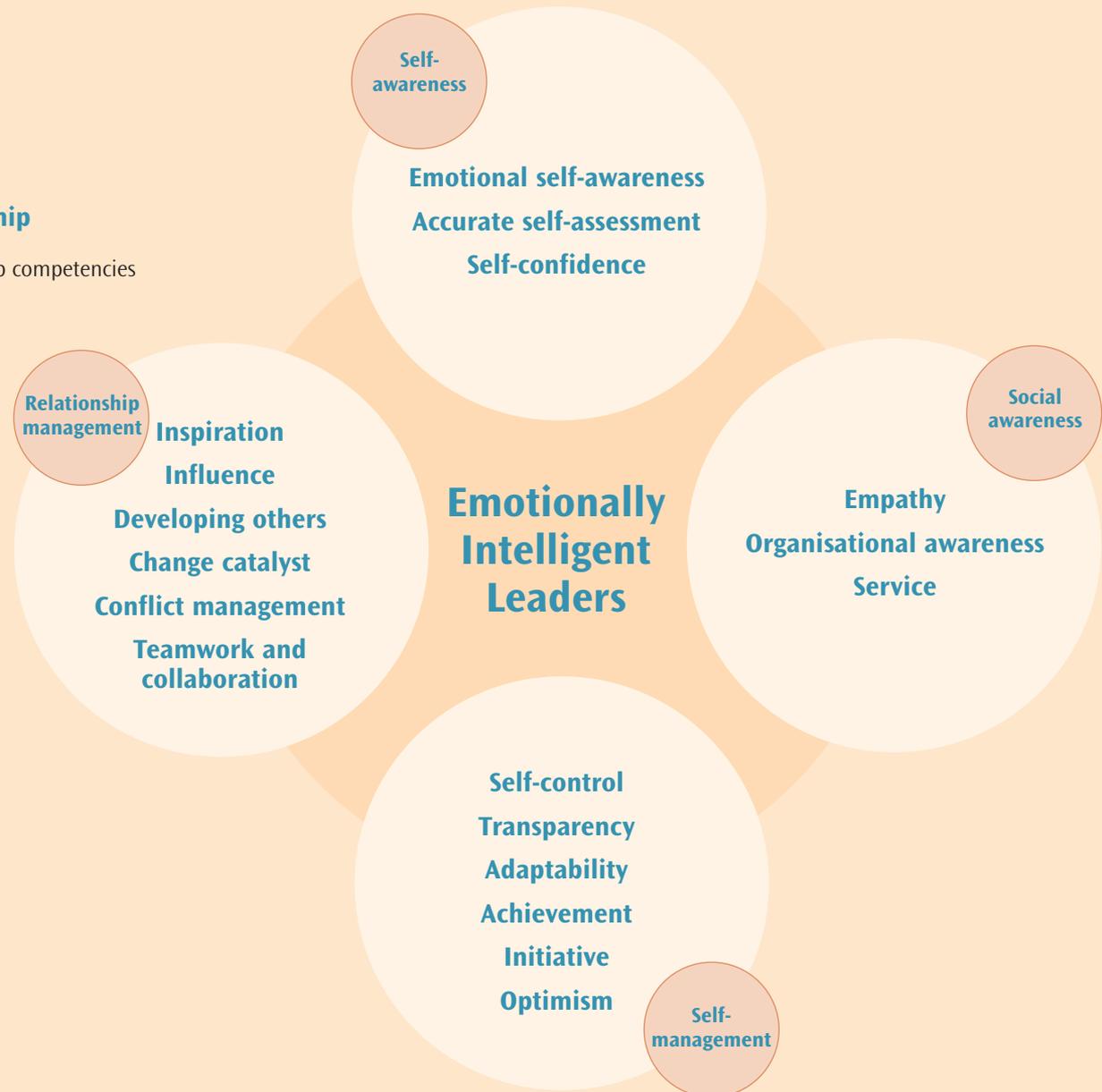
- What are the knowledge and skills required to be effective at each level?
- What behaviours (or competencies) do the most effective school leaders display?

There are a number of ways of defining a comprehensive list of tasks, responsibilities, skills and behaviours for a number of key roles within school:

- Hay McBer Models of Excellence for Headteachers
www.ncsl.org.uk/index.cfm?pageid=kpool-foundations-index
- The National Standards for Subject Leaders
www.tta.gov.uk/php/read.php?sectionid=103&articleid=519
- The National Standards for Headteachers
www.ncsl.org.uk/mediastore/image2/national-standards-proposals.pdf

Emotional intelligence and effective leadership

Daniel Goleman (2002, p.253) lists the following leadership competencies needed for emotionally intelligent leaders:



Activity

Which of these competencies are needed for the following levels of leadership?

Each school should be clear about the criteria that defines success in leadership roles and should have a means of identifying staff with these qualities (or potential to develop them).

In a study for NCSL, Frank Hartle of the HayGroup has analysed a number of senior leadership roles and developed role profiles that offer a clear analysis of the types of responsibilities required and the necessary emotional intelligences for each.

Levels of Leadership

Level 1	Teacher as leader: <i>managing self and having some whole-school leadership responsibilities</i>
Level 2	Leads team: <i>leading others in team</i>
Level 3	Leads teams across school: <i>leading teams on whole-school issues</i>
Level 4	Leads school: <i>primary responsibility for leading school</i>

Step **four**

identify
the leadership
talent pool





4

Identify the leadership talent pool

By identifying individual aspirations and having a clear idea of the key differences in knowledge, skills, experience and behaviours required to move between levels of leadership, the two can be mapped and plans formed.

In this approach the focus shifts from the preparation of individuals for particular roles to preparing them to move to another level of leadership work within the school.

Candidates have an assigned mentor, receive feedback, coaching and training and participate in special developmental experiences.

This process provides an accurate diagnosis of individual development needs and an environment that motivates individuals to change.

The basic premise of any leadership development model is that people will learn from experiences and will, over time, acquire the qualities that are required to be effective leaders in the future.

There are two ways to think about senior leadership talent. The traditional approach is to identify the common characteristics of effective leaders and try to identify the people with those characteristics, through a selection process. From another perspective – taking a developmental approach, the logical way is to identify those best able to take advantage of developmental opportunities, if provided. Obviously the two perspectives would converge at some point in a person’s career. The successful outcome of leadership development would be senior leaders who possess the required qualities to be effective in their role.

“Leadership for learning isn’t a destination with fixed co-ordinates on a compass, but a journey with plenty of detours and even some dead ends. Effective educational leaders are continuously open to new learning because the journey keeps changing.”

Stoll, Fink and Earl, 2003

Characteristics of high leadership potentials

(McCall, 1999, chapter 5, p.1)

- seeks opportunities to learn
- acts with integrity
- adapts to cultural differences
- is committed to making a difference
- seeks broad business knowledge
- brings out the best in people
- is insightful – sees things from new angles
- has the courage to take risks
- seeks and uses feedback
- learns from mistakes
- is open to criticism

Step **five** individual
assess talent





5

Assess individual talent

Organisations adopt different approaches to assessing leadership talent. Auditing leadership talent could include a number of components.

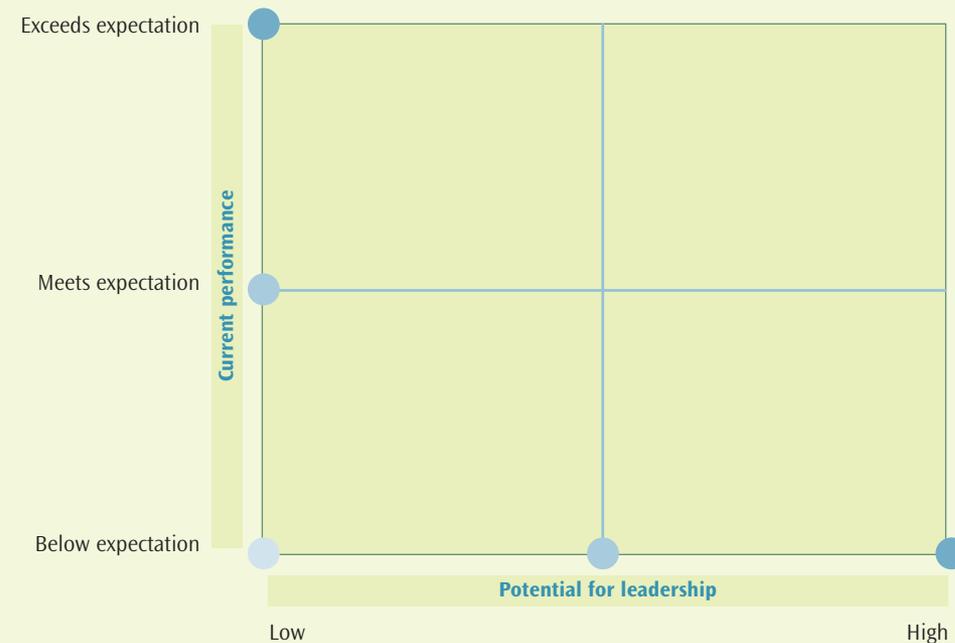
Performance management

An effective performance management process will deliver informed judgements on an individual's current performance. It might also give an indication of the individual's potential to take on leadership work within the organisation.

The performance/potential matrix

The performance/potential matrix is a tool for assessing how well an individual is doing in a current job against future potential for leadership work and for testing one's assumptions. Clearly high performance/high potential individuals need to be channelled into more challenging levels of work. Current performance may be indicative of potential but this cannot be guaranteed because of differences in knowledge, skills and behaviours required at each level.

School leaders might wish to consider plotting individuals from their school onto the matrix below and reflect upon the question: 'What should I, or other members of my staff, do in relation to those individuals that fall within each quadrant?' For example if a staff member is considered to be performing below expectations but shows good levels of leadership potential (ie within the lower-right quadrant), what should be done in terms of expectations and professional development to move them towards the upper-right quadrant?



Professional development/talent management reviews

Some organisations in the non-education sector separate talent management from the performance management process. Separate discussions are held regarding the potential and progress of high-performing individuals and the talent pool is managed in a less formal way.

Assessment centres

Many large organisations use assessment centres to measure talent in a more objective way. These use simulations to explore individuals' level of skills, knowledge and behaviours and measure these against requirements for different leadership levels. Assessment centres can determine an individual's entry into a particular talent pool or indeed removal from it. This approach has been pioneered in the schools sector by Oxford Brookes University, working with the Secondary Heads Association, to assess individuals' readiness for headship.

Assessing individual strengths and development needs

Opposite is a framework which could be used to assess the strengths and development needs of those individuals who might be identified as having leadership potential. This model has been adapted from Byham (2003). There are four factors: knowledge about the school, job challenges, qualities and potential derailers.



Step
SIX

grow
talent leadership





6

Grow leadership talent

Specific experiences that have the most developmental potential fall into four broad categories:

- *on-the-job assignments*
- *working with other people*
- *hardships and setbacks*
- *others, which includes formal programmes and non-work experiences*

Developmental experiences which result in small increases in responsibility, with little or modest challenge, are likely to have relatively low impact.

Activities that are relevant to the development of leadership talent are listed opposite.

Organisational

- 1** Create temporary teams to lead on change initiatives. These have membership from across the areas of the school and positions of staff.
- 2** Rotate leadership roles periodically to ensure that staff gain experience in different areas and hence expand their repertoires.
- 3** Assign to all temporary teams a member of the SMT who meets them regularly to review progress and provides feedback on how well they are addressing the task.
- 4** Establish a structure that ensures experienced staff, who have been mentored themselves, act as mentors to all new staff. The arrangements cut across hierarchical structures.
- 5** Align monitoring programmes to examine professional skills and progress in relation to the implementation of new initiatives.
- 6** Use floating responsibilities to encourage enthusiastic staff to gain leadership experience but understand that this can be de-motivating for an individual when responsibility is reassigned at the end of the period.
- 7** Use interviews to review achievements and set personal targets.

8

Provide an annual training and development programme to include opportunities focused on developing leadership skills as well as professional competencies.

9

Change the chair person at staff meetings to allow others to develop skills.

10

Invite teachers to work in pairs on a specific CPD outcome.

11

Allocate time for teachers to conduct research and provide support for this process to occur eg training. Ask them to present the findings in a workshop. A series of planned workshops can then be organised so that all teachers participate.

12

Create a staffroom library that focuses on current thinking and interesting practice and research, and maintain its currency. Provide lively materials to stimulate interest.

13

Create and organise 'internship' exchanges between schools.

14

Involve all staff in planning school improvement.

Interpersonal

- 1** Pair staff with more experienced staff to fulfil temporary or permanent leadership roles.
- 2** At the onset of new initiatives, systematically encourage staff to reflect on past change experiences. Identify potential leaders and encourage them to further develop their skills through leading aspects of the school's work.
- 3** Encourage staff who are enthusiastic about new initiatives to encourage and motivate established staff.
- 4** Hold regular discussions about how well staff are performing: one-to-one team leader and senior leader.
- 5** Seek to develop a highly supportive interpersonal culture in the school to provide a safety net for staff who are pursuing new and untested strategies.

Personal

- 1 Match tasks to individuals' abilities and experiences, not to their seniority within the school.
- 2 Deploy staff to work in areas that develop their weaknesses as well as maximise their strengths.
- 3 Invite teachers to work in pairs on a specific CPD outcome.
- 4 Support and encourage members of staff to identify their individual training needs.
- 5 Expect all staff to have personal agendas that highlight short- medium- and long-term development targets that relate to whole school priorities.
- 6 Recognise and value individuals' life and career experiences.
- 7 Provide a termly programme of professional development.

These processes offer practical actions that schools can adopt as ways of developing leaders. They are listed as a prompt for reviewing the strategies you are using already and the ways in which you can develop the repertoire of development activities in the school, so that the cultural norm is an expectation of professional growth and challenge.

Mentoring and coaching

There is currently considerable activity around both mentoring and coaching in education – from initial teacher training to development for headteachers, coaching and mentoring practices feature as important contributors to professional growth, development of skills and reflective practice.

Where schools are taking active steps towards growing tomorrow's leaders, they are increasingly committed to coaching and mentoring as natural and integral features of the school's approach to professional development.

Further information about mentoring and coaching is available in other NCSL documentation, such as seminar and research reports at:



www.ncsl.org.uk/researchpublications



www.ncsl.org.uk/literaturereviews

Mentoring and coaching also feature extensively in NCSL programmes, such as Leading from the Middle, NPQH, LPSH, the Headteachers' Induction Programme, and the New Visions programme.

Both the GTC and TTA have resources and activities at:



www.gtce.org.uk/gtinfo/plf.asp



www.tta.gov.uk/php/read.php?articleid=1450§ionid=211

The NUT also has coaching programmes to support peer coaching on a sustained basis. Details can be found at:



www.data.teachers.org.uk/story.php?id=3045

1. Mentoring

A generic term for a developmental relationship which displays the following characteristics:

- a sustained relationship, often at a point of significant career transition
- a focus on enhancing overall effectiveness/ all aspects of a role
- questioning and feedback undertaken within a trusting relationship and in the context of a learning agreement

Mentoring may be performed by peers as part of a leadership structure, or by someone external to the school.

Examples: Mentoring

An assistant head has responsibility for the mentoring of a number of curriculum leaders. The purpose of the relationship is to provide support and advice in developing the full potential of the role. The curriculum leaders in turn mentor members of their teams. The agreed focus is learning and teaching.

A new deputy head and an experienced deputy from another school agree to work together over a period of two terms.

2. Coaching

Coaching has a more specific focus than mentoring and works through the use of:

- a deep focus on developing an aspect of classroom or leadership performance or practice
- structured on-the-job support, review and feedback
- the negotiation of appropriate outcomes/goals, which are largely set by the person being coached

Coaching normally implies that the coach has the skills, knowledge, experience and expertise to facilitate the learning of the person being coached.

Examples: Coaching

A headteacher coaches a newly appointed deputy to develop the effective interpersonal relationships necessary to support effective performance management (eg monitoring the effectiveness of a curriculum leader and focusing on improving the performance of the curriculum area).

A curriculum leader works with a teacher on issues related to classroom management proposing and supporting the introduction of specific strategies.

Other strategies

1. Critical friendship

This is less formal than mentoring and coaching and is probably best described as a professional relationship based on mutual regard and the willingness to question and challenge.

Examples: Critical friendship

Two curriculum leaders agree to meet once a term to question each other's progress and effectiveness.

Two heads allocate a half-day every half-term to interrogate each other on their own development and learning.

2. Shadowing

This is a powerful strategy for developing awareness and understanding through observation.

Shadowing is most likely to be effective if it is part of a mentoring process so that it includes review and the development of strategies for application.

Examples: Shadowing

An inexperienced subject leader, or NQT, shadows an experienced subject leader prior to taking over the role and/or in the early stages of the role.

Curriculum leaders are invited to attend meetings of the leadership team and governing body.

3. Project leadership

Leaders are given responsibility and authority for a specific project which has a specific outcome over a limited time frame. This may involve the creation and leadership of a team. This can provide an opportunity for authentic leadership in a secure and supported environment. It is most likely to work in the context of mentoring and/or coaching.

Examples: Project leadership

A middle leader is asked to lead a team to develop a learning and teaching policy for the school.

An assistant head leads the production of the school improvement plan.

4. Action research

This is an approach that sees development and research in action. It has the potential to combine project leadership with mentoring and/or critical friendship but with the addition of a structured and systematic investigation process. Action research is essentially ‘learning-in-action’ as it involves a loop process that comprises:

- the identification of a topic to be investigated
- systematic data collection and analysis
- the development of intervention strategies in response to the data
- the implementation of these strategies
- reflection upon the success of these strategies following further data analysis
- the development and implementation of further intervention strategies in response to this analysis etc

Action research is a potentially powerful strategy for systems improvement as it enables the use of an interactive process, which is evidence-based and developmental.

Examples: Action research

An effective teacher is asked to lead an action research project over a year to investigate alternative strategies to secure boys’ engagement in their learning.

A curriculum leader takes responsibility for a school-wide project investigating the use of incentives in securing student engagement.

5. Structured reflection

Reflection and review are often the Achilles' heel of leadership development yet they are demonstrably necessary to leadership learning and development. All of the strategies mentioned so far depend on review and reflection for their success. A culture of reflection is a fundamental prerequisite to any notion of learning, successful teams or personal development. Reflection is the most important means of converting information into knowledge and creating personal meaning and understanding.

Examples: Structured reflection

Members of the school leadership team take turns to provide stimulus material for review and reflection. This might take the form of an article, an extract from a book, the outcomes of action research. Regular meeting time is scheduled for such discussion.

Coaches and mentors encourage professional reading to support review and reflection; critical friends might agree to share reading.

Teams allocate regular slots on their agendas to reviewing both what they do and how they work as a team.

6. Intervisitation

The regular exchange of teachers and leaders between schools can be a powerful stimulus to building insight, developing confidence and modelling good practice. To be effective the visit needs to provide challenge, demonstrate innovative practice and to be incorporated into the other strategies listed above. An extended form of intervisitation might involve a job-exchange in order to offer leaders new experiences and provide new knowledge and skills to the host school.

Examples: Intervisitation

A newly appointed curriculum leader shadows an experienced and successful colleague in her own school and then visits a similarly expert colleague in another school.

An assistant head exchanges roles with a colleague in a neighbouring school in order that they both develop expertise in a different environment and enhance the host school.

7. Networking

Networks are a potentially powerful source of leadership development if they incorporate the elements outlined above.

In order to function well networks need:

- a shared purpose
- common values
- agreed protocols on working practices
- appropriate membership
- facilitation/ effective leadership
- secure resourcing
- access to knowledge from beyond the group

There are numerous examples of ‘networks’ which are in fact loose coalitions – perfectly valid but unlikely to be developmental. However, the experiences within the NCSL Networked Learning Communities initiative suggest that they provide considerable opportunity for leadership development and point to the emergence of new patterns of leadership.

Examples: Networking

ICT co-ordinators collaborate on a project to enhance the use of interactive white boards. They provide the leadership for the network and leadership in the school.

A cluster of schools encourage and support peer networks to support a range of shared issues including leadership development.

Further information about Networked Learning Communities can be found at:



www.ncsl.org.uk/nlc

8. Courses, workshops and higher education programmes

These should meet the following criteria:

- the content is relevant to individual and school needs
- assessed outcomes are negotiated and based on work in school
- there is an infrastructure in the school to support the application of the course through mentoring, structured reflection etc

Examples: Courses

A curriculum leader following a Master’s degree programme is supported in school-based research and project leadership. The school offers mentoring to complement the tutorial support offered by the university.

Assessing Opportunities

How do current conditions help or hinder the development of school leadership? The following recent initiatives, new thinking and emerging new practice are now providing opportunities for growth.

Activity

You may like to use the matrix (overleaf) as a basis for discussion with governors, leadership team or a cross-section of staff. Completing them individually and then comparing responses can also be very revealing.

68

To what extent are you taking advantage of these opportunities or strategies?

What more could you do?

Workforce remodelling

Improved and expanded collaboration eg networks of schools and federations

Distributed Leadership
Members of staff encouraged to play active role in school leadership

Coaching and mentoring
Training and development programmes and/or key strategies within school

Fast track

Advanced skills teachers

Innovation
Members of staff more open to new ideas, risk-taking and adopting creative approaches

Three National Systems

There are a number of national systems in place that provide opportunities for developing leadership. Here are three:

School remodelling

The National Agreement is the result of an important social partnership between government, employers and school workforce unions, designed to create time for teachers and headteachers and raise standards. The remodelling agreement has the potential to act as the framework for far-reaching changes in roles, organisational structures and leadership opportunities.

A support network has been established that provides practical guidance on remodelling for the nation's schools. Through this network, schools are helped to:

- implement the National Agreement to raise standards and tackle workload
- focus teachers' time and energies on teaching and learning
- eradicate time-consuming and wasteful activities
- facilitate the use of new technologies to improve efficiency and effectiveness
- assist headteachers and school change teams to optimise the use of resources to meet contractual changes
- learn about and share innovative and effective practices within a school and between schools
- develop and deliver solutions to workload issues appropriate to their individual context and circumstances

Collaboration is key to the way schools are supported. Schools are encouraged to collaborate by forming a change team that represents all areas of the workforce and to share ideas and good practice with other schools.

The National Remodelling Team (NRT) liaises regularly with the Workforce Agreement Monitoring Group (WAMG) on the implementation of the National Agreement, as well as working closely with other organisations such as the Teacher Training Agency (TTA), the General Teaching Council for England (GTCE) and Ofsted.

The team is also developing, training and co-ordinating LEA remodelling advisers to advise schools on the change process. The advisers support schools in developing their own solutions and encourage them to collaborate and learn from other schools.

“A quiet revolution is beginning to take place in schools. The realisation is beginning to dawn not only that remodelling is achievable, but that it represents perhaps the most powerful tool we have for changing the education landscape”

Dame Pat Collarbone, NRT Director

More information can be found by visiting the website:



www.remodelling.org

Fast Track

The DfES has recognised the need to attract high-quality individuals to the profession and provides the support and incentives to enable them to realise senior positions very early in their teaching careers.

In addition to the work that schools do to promote the development of staff, there is a DfES programme, Fast Track, which is aimed at encouraging talented and well-qualified individuals to enter teaching, stay in teaching and realise their leadership potential as quickly as possible.

It identifies high potential teachers, new graduates and career changers and gives the support and opportunities they need to progress rapidly to become leaders in the profession – both in the classroom as advanced skills teachers and as deputy heads, assistant heads or headteachers.

“A Fast Track teacher will be expected to make a difference in your school from their first year in teaching. They will bring with them high levels of energy, commitment and a positive attitude to raising standards and leading improvement.” DfES

Each Fast Track teacher takes on at least one (and usually more than one) objective with a wider school focus, which may have been identified in the school improvement plan.

Employing a Fast Track teacher carries no additional costs for the school. All of the costs listed below are paid for centrally by the Department for Education and Skills (DfES).

- Fast Track professional development activities
- enhanced salary (the cost of the enhanced part of the salary will be automatically paid to schools through the Standards Fund)
- laptop computer and accessories
- supply cover for your school’s Fast Track mentors

More information can be found by visiting the website:



www.fasttrackteaching.gov.uk

Advanced skills teachers

We need to recognise and retain the best teachers. Until recently, promotion into management has been the typical career route for many teachers.

The AST pathway offers teachers who want to stay in the classroom a new career route. AST posts concentrate on excellent teaching and benefits the profession by helping to raise standards more widely, both within and beyond the teacher's school. Colleagues will have an opportunity to learn from best practices, build on strengths and look at areas for development. With this new career pathway it is now possible for excellent classroom practitioners to progress as class teachers without having to take on management responsibilities, and to be rewarded accordingly.

Together with the performance threshold and the new fast track initiative, it means more career progression opportunities for the best teachers.

The main duty of an AST is excellent classroom teaching. ASTs spend 80 per cent of their time teaching their own class(es).

The aim must always be to preserve the AST's commitment to their own teaching and high standards.

But they will also undertake a range of additional responsibilities to share their good practice with other teachers and support wider professional development. They provide this support not only in their own schools but also through outreach.

ASTs focus on helping colleagues to raise teaching and learning standards in their own and other schools.

Activities can include:

- leading professional learning groups
- advising other teachers in classroom organisation and teaching methods
- providing model lessons
- spreading good practice based on educational research
- producing high quality teaching materials

More information can be found by visiting the website:



www.teachernet.gov.uk/professional-development/ast/

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