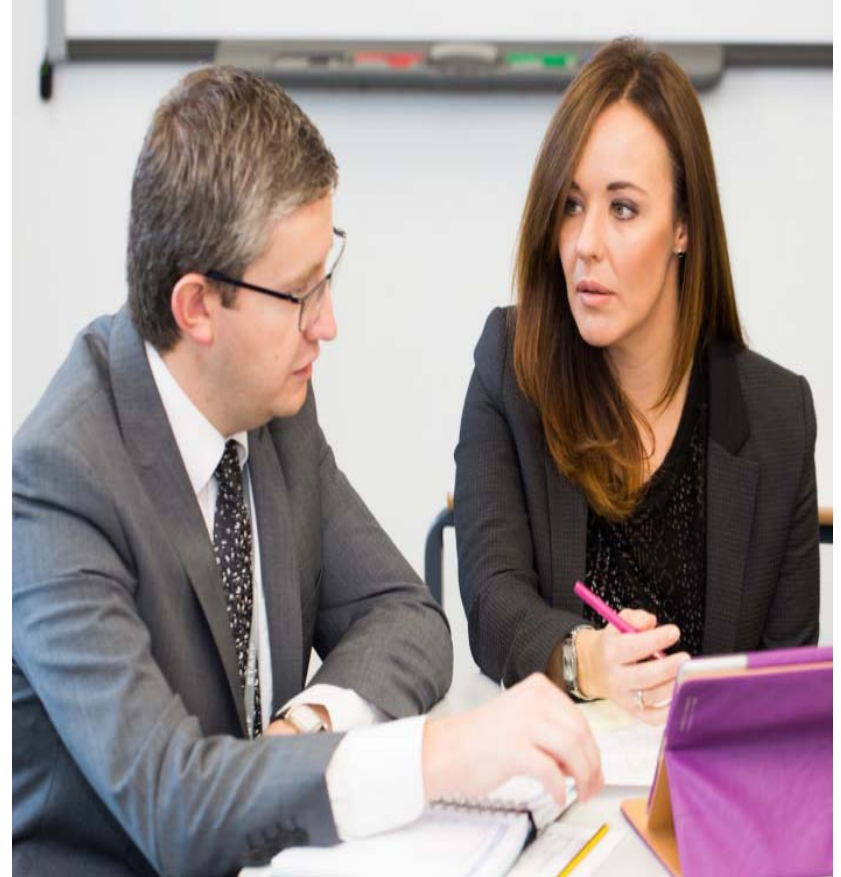


LEADERSHIP

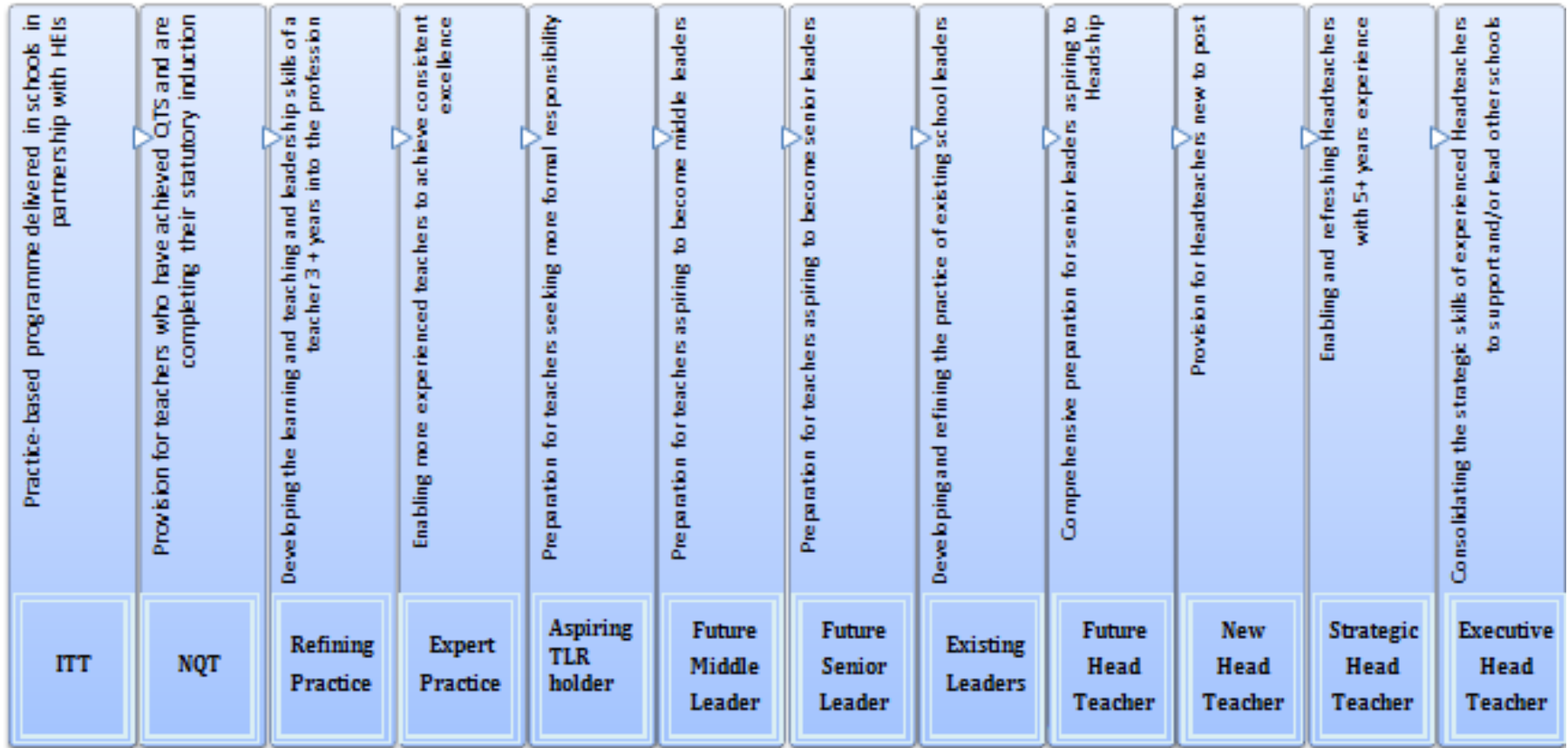
Effective Headteachers take a wide view when developing leadership skills in their staff. They expect staff not only to perform well in their current leadership posts to the benefit of the school and pupils, but to develop as future leaders. In successful schools, staff at different levels show strong leadership behaviours as classroom practitioners, departmental leaders, leaders of whole-school initiatives, and as senior managers ('distributed leadership'). These schools develop the leadership skills of all their staff as part of their professional and career development.



The Importance of Effective Leadership

- Report: - ‘Improving Schools in Wales’ (Organisation for Economic Co-operation and Development OECD). Made four recommendations regarding schools building the professional capital to successfully deliver change.
- The fourth recommendation focused on leadership and suggested that the Welsh Government should ‘treat leadership development as the prime driver for reform, through adequate resourcing and investment in the system’s own leadership capital,’

CSC Leadership Continuum



SERVING HEADTEACHER PROGRAMMES

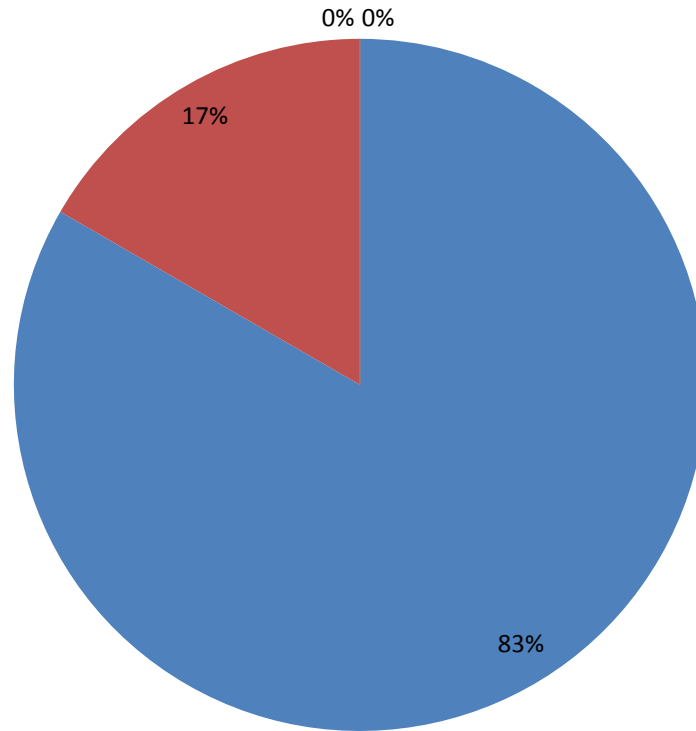
The CSC has invested a high level of resource into developing leadership capacity and to aid in succession planning. The programmes have extended provision under the 'New Deal' entitlement by the implementation of three pioneering pilot programmes for serving headteachers and badged by the Institute of Education/University College London (IOE/UCL):

- New to Headship (includes Acting Headteachers) cohorts 1&2 full and a third cohort planned;
- Consultant Headteachers cohorts 1&2 full with the need for an additional cohort;
- Strategic Headteachers cohort 1 full, cohort 2 currently has space;
- The programmes are supporting headship leadership at all levels and providing a consistent standard across the Consortia. They also help to provide support networks across the region for all Headteachers.

Consultant Headteachers Evaluation

Impact

■ 1 - Excellent ■ 2 ■ 3 ■ 4 - Poor



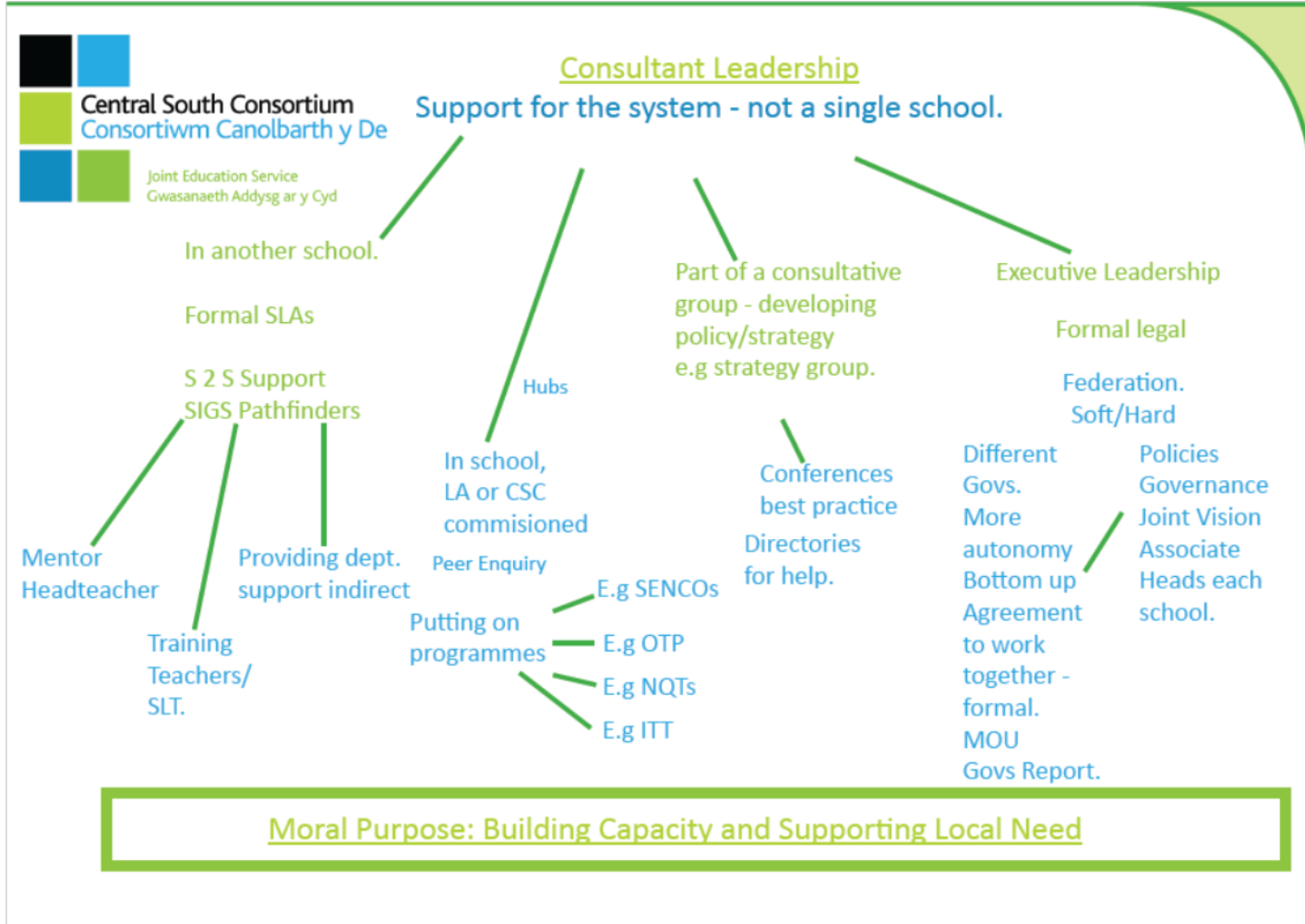
Consultant Headteacher Evaluation

- Well delivered programme with opportunity to share and reflect - Good networks built up across the 2 days.
- Very Good CPD Quality and content was excellent. Delivery was well planned, suitably timed and thought provoking. Strength was having an independent facilitator and ability to share experiences in a confidential manner .
- Well delivered/interesting discussion and opportunity for networking with colleagues.
- Good CPD - learned a lot! Content was excellent and has certainly got me thinking more clearly about responsibilities and opportunities ahead of me and my school. Excellent pace and delivery.
- Extremely relevant content. Very interesting to explore the range of support which can be offered A real sense of trust and professionalism established from the very beginning.
- Very appropriate and thought provoking for the future development of my career and education in Wales, superb throughout.
- Engaging, challenging and thoughtful. Refreshing to receive support which carefully provided opportunities for thinking individually & collectively

Wider Leadership Provision

- The commissioning and implementation of an executive leadership programme through a private company;
- Peer review: The peer enquiry phases one and two (the enquiry-led review of a school by a Peer Headteacher) have built the capacity for an external review in Green and Yellow schools;
- The implementation of middle and aspiring senior leader(s) programmes through the hub schools and private companies;
- The implementation of a marketing campaign with the TES to attract high quality Headteachers and aspiring Headteachers into the region;
- The commissioning of 'Pathfinder Projects';
- An audit of school organisation/reorganisation across the region is ongoing;
- Training by Robert Hill to further our thinking on models of school organisation.

Consultant Leadership Spectrum



Challenges

- There is a growing widespread commitment to the strategy to improve leadership in the region however there are a number of issues to address:
- Difficulties in releasing Deputy Headteachers and Headteachers in a timely way, to support schools causing concern;
- an undeveloped understanding of and negative perception of, federation;
- inconsistencies in HR and governance support across the region to address underperformance in leadership and teaching.

Next Steps

- Evaluate and accredit the programmes and strengthen the continuum to make sure all aspects of leadership are supported
- Provide the programmes through the medium of Welsh
- Develop School Leaders of Education to build capacity.
- Develop a Future Leaders type programme for those Assistant Headteachers and Deputy Headteachers who are fully committed to combating disadvantage and have the talent and commitment to become Headteachers of challenging schools within one to three years
- Launch a recruitment process and training programme on leading in diverse contexts
- Improve governance through training and the bespoke consultant governors and establish a single governor training service for the region.
- Develop our thinking about firmer models of partnership, federations and understanding of governance etc and develop a policy with local authorities
- Improve HR specialist advice for schools and support for senior appointments and legal services and good governance advice, for developing leadership and governance as well as good rapid advice on new forms of schools. This will include model job descriptions and role profiles that reflect the role of executive heads and the leadership structure of federated schools.

Estyn: Best Practice in Leadership Development in Schools

- **Local authorities and regional consortia should:**
- R6 provide guidance for experienced school leaders on developing their staff as future leaders
- R7 provide opportunities for senior leaders to develop their skills in key areas such as challenging underperformance, deploying strategies to improve teaching, and implementing new initiatives
- R8 provide or source effective Welsh and English medium training for leaders at all levels
- R9 promote the use of the leadership standards and the individual leadership review to all school leaders