

Recruit and retain potential leaders

Hampshire toolkit section 6

Aiming high; raising aspirations



Recruit and retain potential leaders

Context

People are motivated in different ways and seek different things from their work. Identifying and developing leaders is not an effective use of resources if they do not stay long enough in the organisation/area to make a difference.

It is important to have a clear framework of roles, rigorous talent assessment and tailored development activities. It is good practice to show colleagues the various pathways for leadership growth, from interview and induction to role transition and whole school leadership.

Key questions

- How do you increase internal capacity in your school?
- How are you building *communities of responsibility*?
- What are the implications of this statement for your classroom/team/school?

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A checklist and a starter audit tool to measure progression from induction at the start of a career

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Futures thinking reading materials and futures preparation/writing task

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A set of activity cards to prompt discussion and help to formulate policy and improve practice

6.1 Progression from induction

This is a tool consisting of a checklist and a progression chart to measure progression from induction at the start of a career. The progression chart can be used to draw up your own school's version.

Target audience

- All staff, including senior leaders.

It will help to

- map individual progression and identify potential leadership development activities.

How to use the tool

Step by step instructions

- Step 1:** Use the checklist as a starter and audit against your own practice.
- Step 2:** Use the progression chart and discuss the effectiveness of the model. Draw up a version for your own school.

Examples of the tools

See Tools 6.1a and 6.1b

6.2 Scenarios for the future

Leaders need to be curious, enquiring and flexible. It is helpful to look at trends and consider scenarios. This tool involves *Futures thinking* reading materials and *Futures* preparation/writing task.

Target audience

- Headteachers, deputies, assistant headteachers and senior leadership team.

It will help to

- generate discussion about leading change
- inspire innovative solutions.

How to use the tool

Step by step instructions

Step 1: Read the *Futures thinking* extract.

Step 2: Ask yourself the following questions posed by the National College in respect of futures thinking:

- what are the three or four most likely and powerful trends?
- what would they be like in combination (eg larger, federated schools combined with greater social demands for communication and dialogue)?

Step 3: Create your own scenario of a leader in your area in 10 years' time. Present the scenario to governors, staff groups. What are the implications for leadership – what characteristics will someone need to survive and thrive under that combination?

Step 4: Ask staff to create scenarios for the future of your school:

- one group looks at more of the same but better
- one group looks at worse
- one group looks at different but better (fundamental change).

The three groups come together to share their scenarios and a single scenario is agreed after listening to the feedback.

Examples of the tools

See Tool 6.2

6.3 Raising aspirations activity cards

Target audience

- Aspiring leaders, governors.

It will help to

- prompt discussion about perception and reality
- challenge assumptions about leadership
- focus on the influence and inspiration of leadership
- formulate policy and improve practice.

How to use the tool

Step by step instructions

Step 1: Opening questions for discussion.

- What are the perceptions of staff in your school about senior leadership?
- How can you influence those perceptions and spread the positive messages?
- What do the children students say about effective leaders in the school, and in particular, the influence of the head in the school?

Step 2: Using the cards.

- Ask staff to work in pairs. There are discussion cards and cards for inspiration.
- Each pair looks through the cards, reads the quotes and chooses three to respond to the questions. There is an action/advice section to help with future planning.
- Each pair writes at least two leadership gem cards – this is an opportunity for creativity and celebration.
- Pairs share their responses with another pair.
- Use the leadership gems to celebrate leadership in your school and keep the profile of leadership growth high on the agenda.

Examples of the tools

See Tool 6.3



Notes

Lined area for notes, consisting of 25 horizontal blue lines.