

# Welcome to the toolkit

*Hampshire toolkit introduction*

Aiming high; raising aspirations





## Contents

Welcome to the online edition of the Hampshire toolkit for growing future leaders, which has been revised in response to feedback from headteachers. In this introductory section you will find:

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### Tools for use in schools and across partnerships

- Create a culture
- Benchmark current practice
- Define leadership qualities and identify talent
- Grow leadership
- Build partnerships and networks
- Recruit and retain potential leaders

## Setting the scene

### Securing the next generation of school leaders

We have better headteachers than ever in this country but they are in increasingly short supply. Almost one third of primary and secondary headships are re-advertised because no suitable candidate comes forward.

A high proportion of headteachers are aged over 55, and as they retire over the next five years, the profession will be deprived of a great swathe of experienced leaders. At the same time, too few new candidates are putting themselves forward for the role.

Some are discouraged by what they see as the overwhelming demands of modern headship, but that is not the only deterrent. It can take a long time to become a headteacher, and that can be off-putting to the young and ambitious.

On top of this, schools have traditionally waited for talent to emerge of its own accord, rather than seeking out leaders. It is another brake on the system and is a barrier that hinders more teachers setting their sights on the top jobs.

### Succession challenges

There are several inter-related challenges at work.

#### The retirement boom

More than half of the country's headteachers are now aged over 50 and will be hitting the normal retirement age of 60 at the same time. In recent years, the number of people taking early retirement after 55 has also increased. At the same time, not enough new leaders are emerging to replace those departing.

Given these trends, it is estimated that the number of school leaders retiring is now likely to rise to 2,500 in 2016.

This means that we need to increase the number of school leaders coming through by around 15 to 20 per cent over the next two or three years in order to maintain a healthy supply of good-quality candidates for headship.

## Perceptions of the job

Few would dispute that the role of the headteacher is a demanding one. Headteachers today have sharp accountabilities, workload and responsibilities way beyond anything their predecessors experienced.

In one study 43 per cent of deputy headteachers said they had no desire to move up to the next rung on the career ladder.

Headteachers themselves take a different view of the job. Notwithstanding the heavy workload and responsibilities, nine out of 10 headteachers say that they find the role rewarding.

## Meeting the challenge

There are already several opportunities to respond positively to the challenges of headteacher recruitment.

- **Expanding opportunities**  
To foster greater interest in leadership and create a sense of possibility, potential headteachers need to be given more opportunities to lead and at earlier stages of their careers.  
  
Research indicates that those who have tried headship, or aspects of it (for example, in an acting capacity) are more likely to believe that have the ability to do it, and to want to do it. By trying out the role, they also become more confident.
- **Widening the talent pool**  
The need to encourage more women and member of minority ethnic groups into senior leadership roles has been a concern for some years. Both are still under-represented at senior level in proportion to their numbers in the teaching workforce as a whole.
- **Talent spotting**  
Giving would-be headteachers opportunities earlier on in their careers is fine but we need to go further. Rather than simply waiting for it to emerge of its own accord, a more positive approach to spotting talent is required.
- **Leading beyond the school**  
Developing leaders who lead and influence not only their own but also other schools, the community and education policy has become a dominant theme in recent years. It reflects the view that one of the keys to driving school improvement is to capitalise on the practice and experience of schools in their different contexts and to share that knowledge within, between and beyond schools. Rather than relying on a top-down, centralised approach to resolving problems, it positions

headteachers and their schools as key sources of knowledge, support and good practice.

- **A real opportunity**

Succession planning – tackling the headteacher shortage and securing not only the necessary numbers to sustain the success of England's schools in the future but also the quality – undoubtedly presents a major challenge.

It will not be resolved quickly and although work may have to continue for a decade, we have to move quickly in areas where the problems are acute.

It is important to remember however that this is not just about filling vacancies. Succession planning offers us all a real opportunity to increase both the quantity and quality of school leaders and develop a generation of leaders who can advance education in the 21<sup>st</sup> Century.

## The toolkit

The toolkit is one part of the local authority's approach to local solutions leadership succession planning. The commitment is to a long-term strategy to identify and invest in future leaders; to use the expertise we already have in the system, adding innovation and creativity.

There are core leadership projects as part of the local solutions approach to leadership succession. The projects give opportunities for colleagues to network and to use the existing expertise of current senior leaders to build capacity and sustain high quality leadership in educational settings.

All projects have been created with the involvement of current headteachers. Over 400 leaders have been driven by the moral responsibility of growing future leaders to sustain high quality learning across the system.

## Summary of sections and tools

This is a quick reference guide to finding the tools that best suit the needs of your school leadership team.

### Section 1 – Create a culture

- 1.1 Changing the culture
- 1.2 Strategies for developing a leadership culture
- 1.3 Defining success criteria to measure progress

### Section 2 – Benchmark current practice

- 2.1 Leadership in current context
- 2.2 Securing confidence and effectiveness with leadership development policy
- 2.3 Defining leadership

### Section 3 – Define leadership qualities and identify talent

- 3.1 Introduction to Hampshire's leadership qualities and behaviours
- 3.2 Using leadership qualities and behaviours for impact assessment
- 3.3 Emotional intelligence self-analysis
- 3.4 Leadership characteristics for high potential
- 3.5 Measuring performance matrices
- + Additional resource

### Section 4 – Grow leadership

- 4.1 Examining current practice and future possibilities to develop leaders
- 4.2 Diagnosing current and identifying future practice
- 4.3 Leading with others

- 4.4 Types of leadership learning
- 4.5 Action learning sets and appreciative enquiry
- 4.6 Coaching
- 4.7 Policy for leadership learning

## **Section 5 – Build partnerships and networks**

- 5.1 A diagnostic framework about collaboration
- 5.2 Learning in another context

## **Section 6 – Recruit and retain potential leaders**

- 6.1 Progression from induction
- 6.2 Scenarios for the future – Futures thinking extract
- 6.3 Raising aspirations activity cards



## Frequently asked questions (FAQs)

The following questions and answers will help you get the most out of the toolkit.

### What is the best way to use the toolkit?

It is not the intention that you work your way through each section. The summary of contents will help you to decide on your priorities and you will be able to use the relevant section(s) to support your discussions, training, innovations and action planning.

Each section contains a number of tools and many of the tool cards give a quotation and a key question. For some groups of staff and governors the quotes and questions may be enough to generate discussion. The tools will prompt action planning for improvement in your school and across a network.

### Does the toolkit rely on the headteacher's on-going involvement?

Obviously the commitment of the headteacher is essential to embed policy and practice. However, it is always a good idea to have identified a member of staff, or a group, to lead in this area. After reviewing the toolkit the headteacher may delegate the task of bringing the materials to life and adapting the resources to fit the school/partnership context.

The pilot showed different practice in these areas, for example:

- members of a senior leadership team taking a section each
- headteacher working with leadership and learning partner (LLP) to clarify best starting place
- senior leadership teams and governors working on an audit tool to discover the best way forward.

### How does the toolkit support improvement planning, self-evaluation and performance management?

Leadership succession is an integral part of improvement planning. It must be made explicit in the school's plans and be supported by the policy on professional learning. All the tools will complement existing systems and stimulate new ways of working.

Continuing structured feedback is an important part of leadership growth. There are several suggested strategies for seeking and gaining feedback which will be extremely valuable as part of the performance management process.

The tools will support *future's thinking*. You will note that the emphasis is upon leadership growth for the future rather than a narrow focus on the current context.

### **Is the toolkit designed for use across a network or partnership?**

Yes. Collaboration increases the range and diversity of opportunities and resources for growing leaders. Prompts are given throughout the toolkit for partnership working.

### **Does the toolkit include a focus on the headteacher's development?**

Yes. There are many prompts to help headteachers plan their professional learning. Coaching is a powerful way to improve performance and there is information in section 4 about coaching. Headteachers will be able to give individual sections to the governors to support the existing framework for reviewing senior leaders' performance.