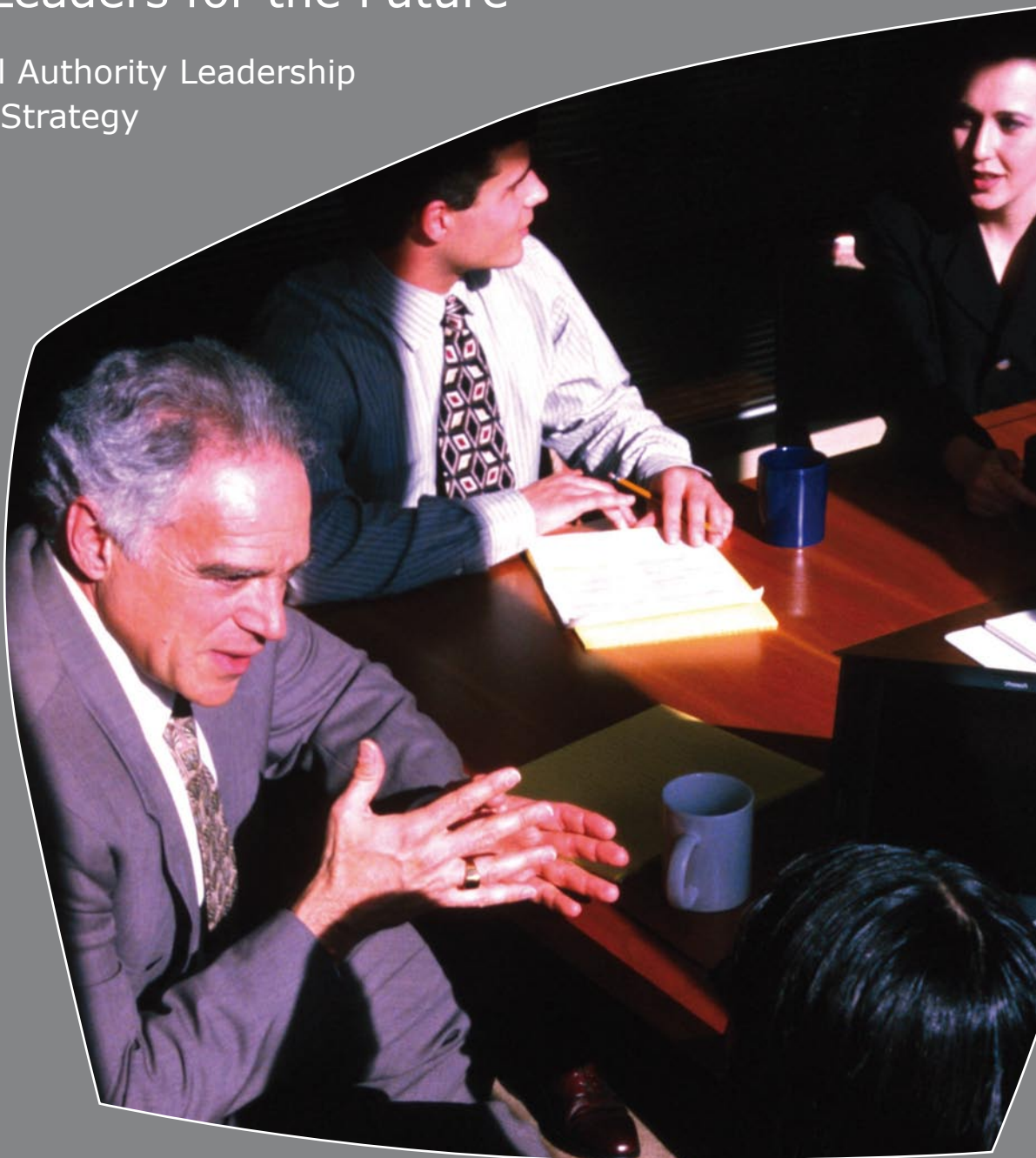


# Children Services

Children and young people deserve the best start in life.

## Swindon Leaders for the Future

Swindon Local Authority Leadership  
Development Strategy



Contact: Paul Blackmore, Capital and Assets Programme Manager  
Sanford House, Sanford Street, Swindon, SN1 1QH  
Tel: 01793 463139 or email: [pblackmore@swindon.gov.uk](mailto:pblackmore@swindon.gov.uk)  
Web: [www.swindon.gov.uk/educationandlearning](http://www.swindon.gov.uk/educationandlearning)

## The vision:

Swindon aims to be the best business location and to 'create an empowered motivated and flexible workforce that is supported to develop, embrace innovation and is accountable for the provision of high quality services to the Swindon community' (Swindon Borough Council Delivery Through People Human Resources Strategy 2005-2007)

In order to achieve this Swindon needs to provide and attract an effective work force. The Childrens' Service has a key role in helping to achieve this vision by:

- ensuring that every pupil is educated in an effective well-led school and achieves the best they can
- providing students as well as adults with opportunities to develop their leadership skills
- inspiring all leaders to extend their own leadership practices and then to distribute the learning at all levels
- building leadership capacity and the extended schools provision through developing and harnessing the skills of a range of suitably qualified professionals
- ensuring leadership is informed by critical reflection and dialogue

## Issues in securing the next generation of school leaders:

Swindon is seeking a locally-based solution with collaboration between schools and the local authority.

- The age profile of school leaders. As these leaders retire the profession will be deprived of a bank of experience.

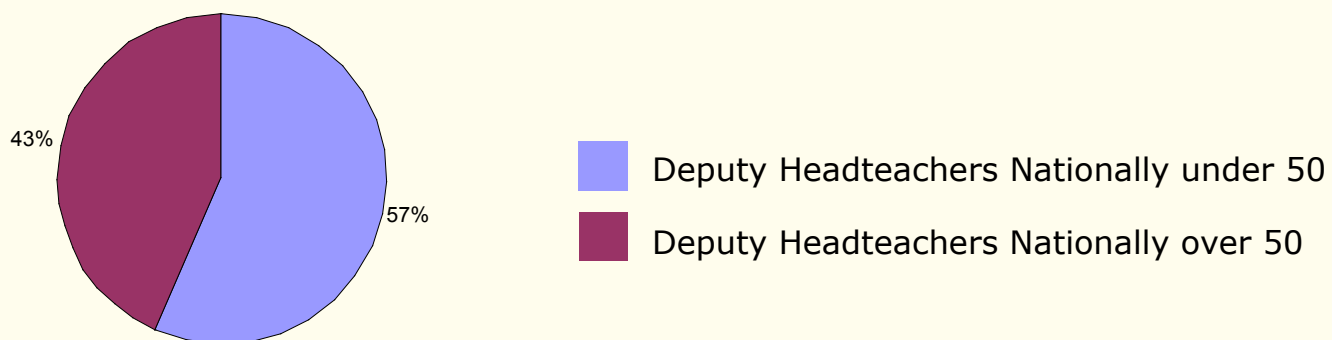
## Head teachers profile in England and Wales



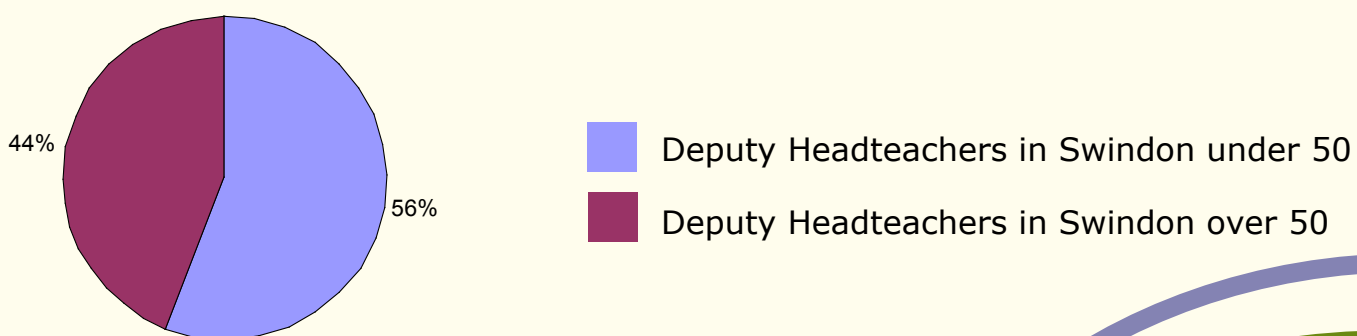
## Age profile of headteachers in Swindon



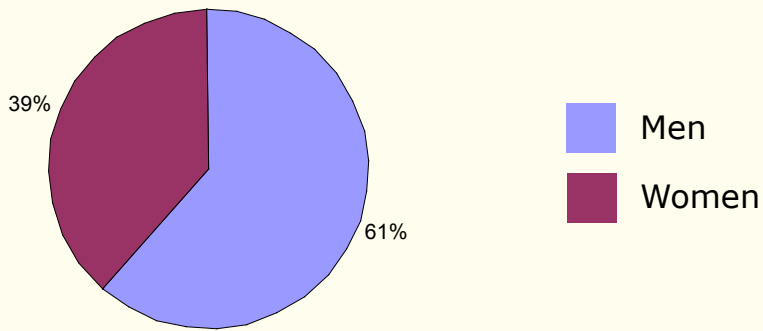
## Deputy headteachers age profile in England & Wales



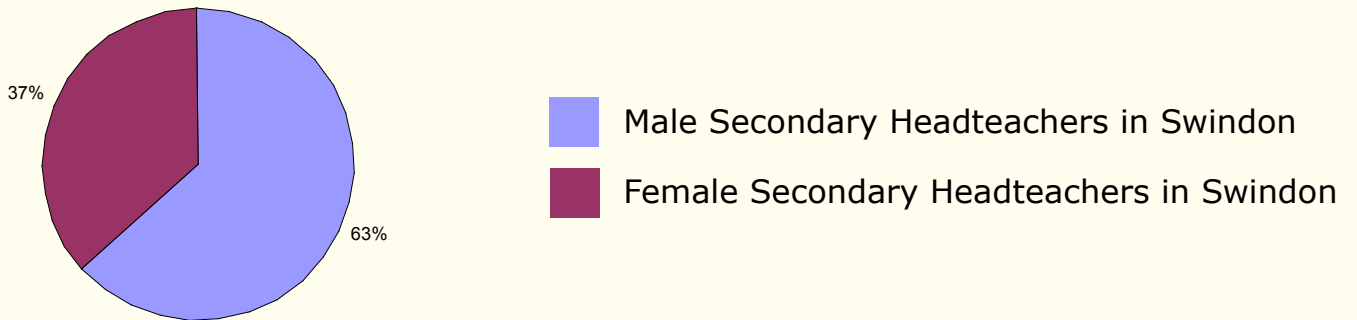
## Age profile of deputy headteachers in Swindon



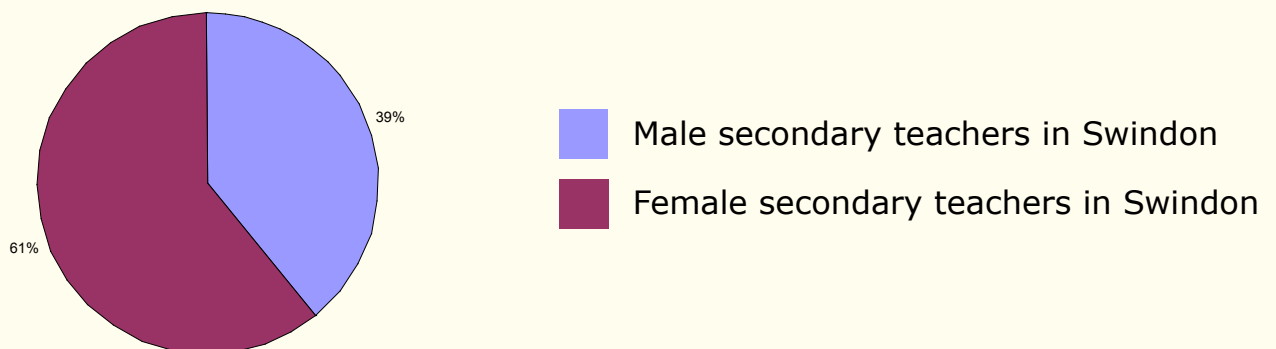
## Proportion of male and female secondary heads and deputies in England and Wales



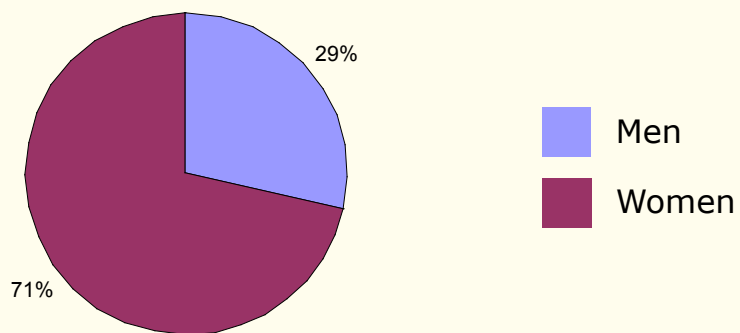
## Proportion of male and female secondary heads and deputies in Swindon



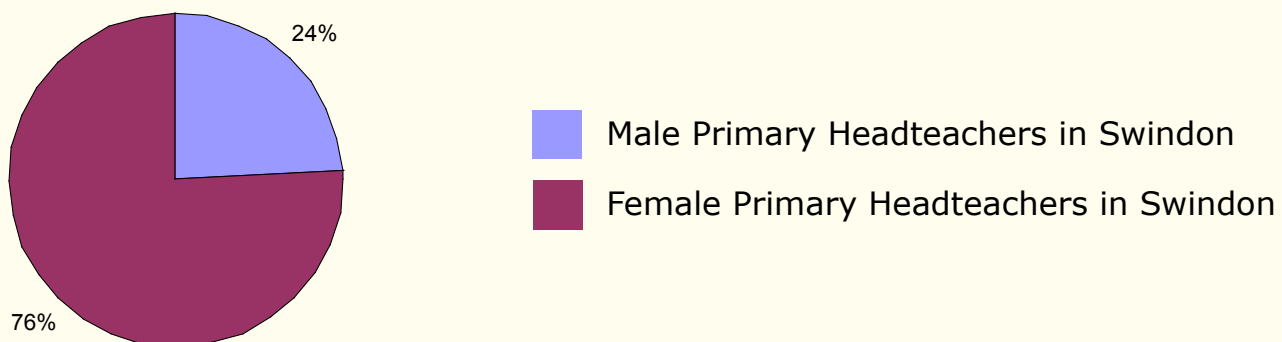
## Proportion of male and female secondary teachers in Swindon



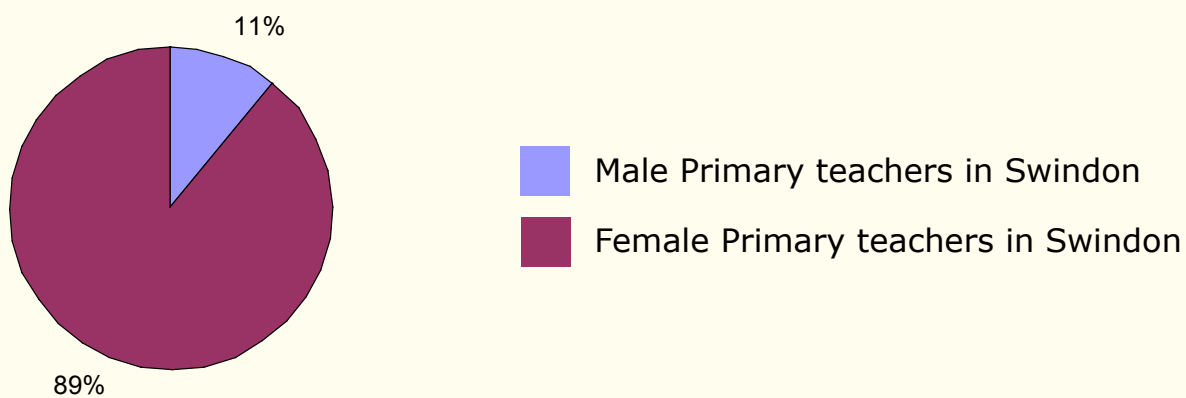
## Proportion of male and female primary heads and deputies in England and Wales



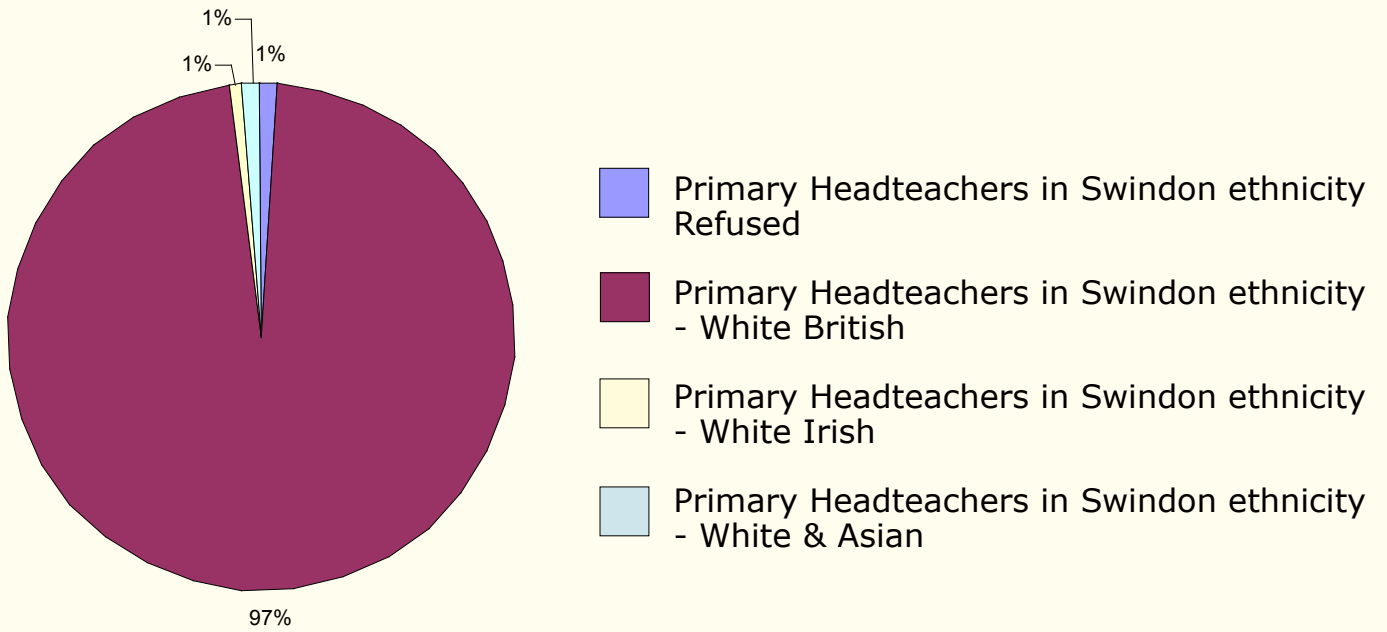
## Proportion of male and female secondary heads and deputies in Swindon



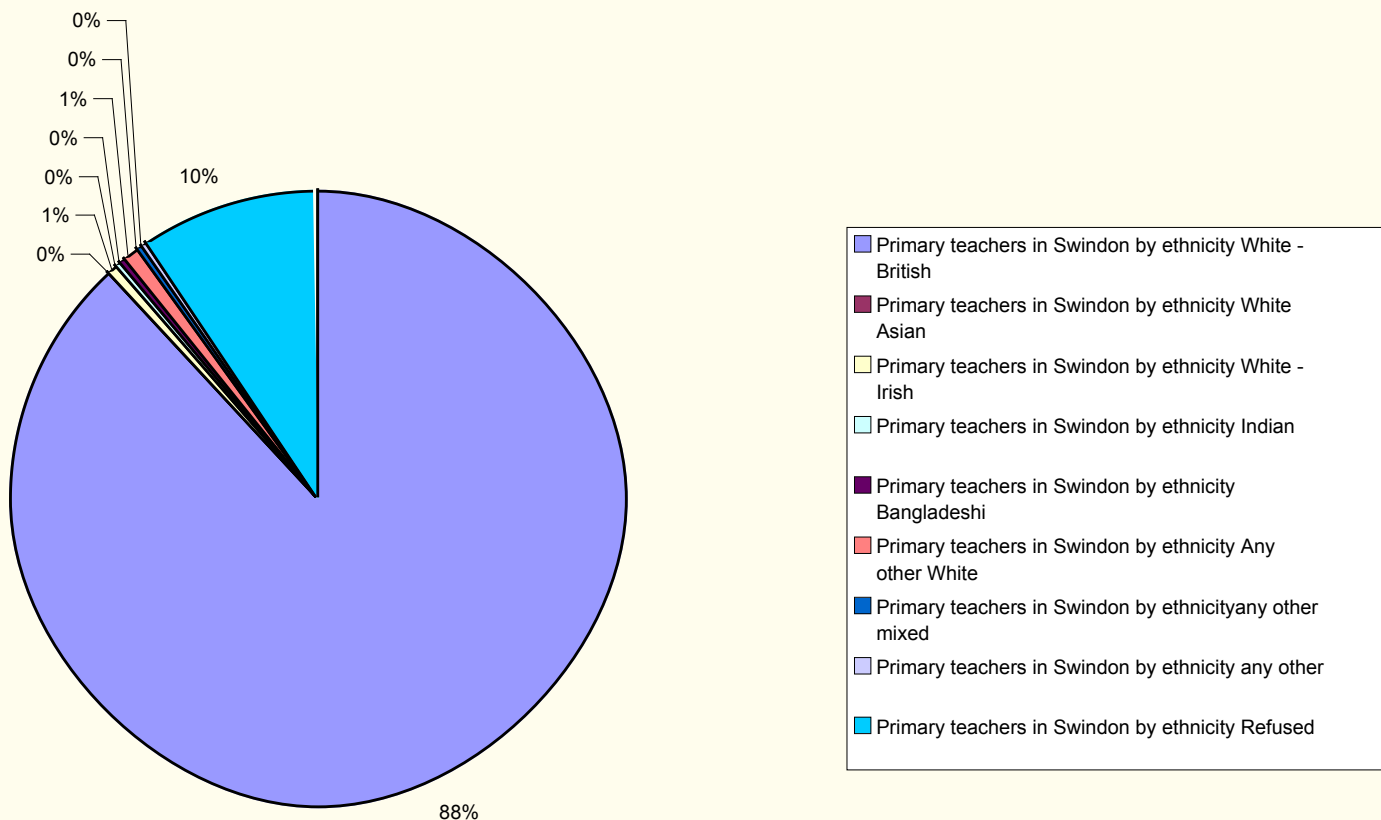
## Proportion of male and female primary teachers in Swindon



## Ethnic minority heads and deputies in Swindon primary schools

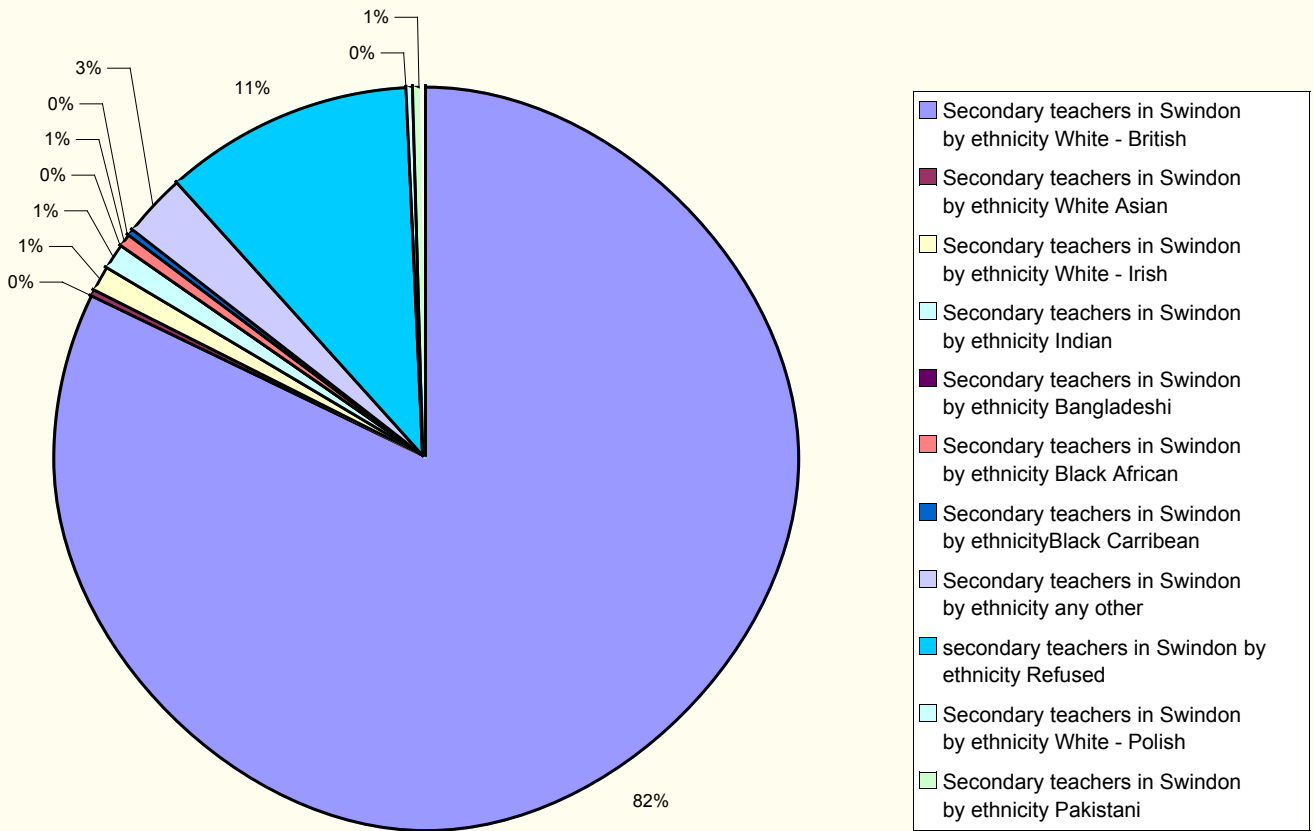


## Primary teachers in Swindon by ethnicity

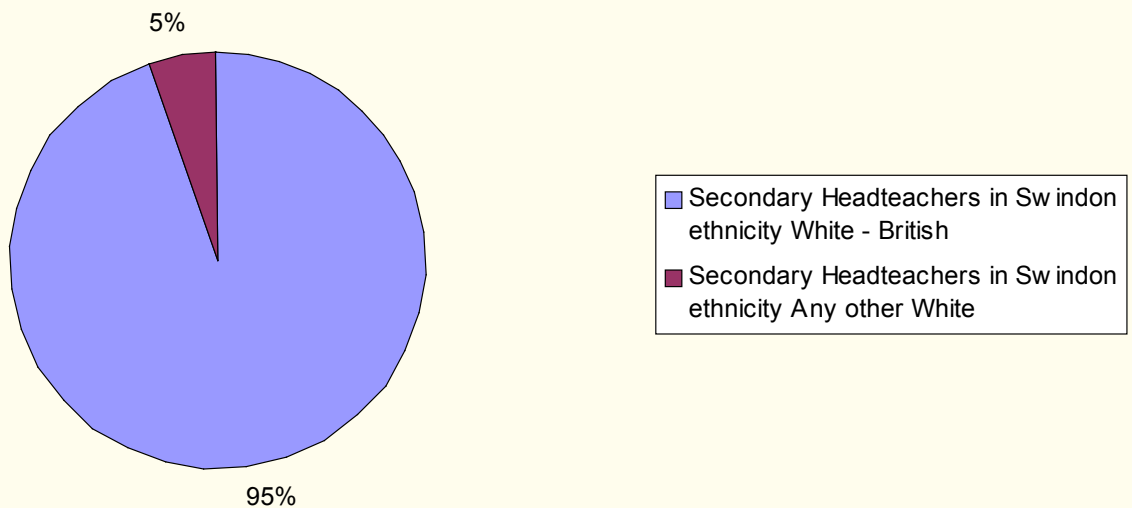


- Too few candidates are putting themselves forward for headship as they see the overwhelming demands of the post and it can take up to 20 years to reach headship. This can be a deterrent to aspiring leaders. We need to foster and celebrate the positive aspects of leadership and reduce the length of time it takes to become a head teacher
- The progress of aspiring leaders can be blocked by middle leaders not setting their sights on senior leadership whether at co-ordinator level in the primary phase or head of department level in the secondary phase. We need to provide opportunities for aspiring leaders early in their careers
- Women and members of ethnic minority ethnic groups are under represented at senior level in relation to their numbers in the workforce as a whole. We need to encourage aspiring leaders whatever their gender or ethnic background.

## Secondary teachers in Swindon by ethnicity



## Ethnic minority Heads and Deputies in Swindon secondary schools



- National research shows that applicants for leadership posts only usually come from within a 50-mile radius. It would be valuable for Swindon local authority to work with neighbouring local authorities to add to the leadership pool regionally.

## The way forward in Swindon

In Swindon we need to have a systematic approach to succession planning. As well as providing opportunities for training, reflection and dialogue including linking with the National College for School Leadership programmes, and networking for aspiring leaders at all levels (see appendix A: Leaders of Learning opportunity map). Swindon local authority, in partnership with schools, will develop the following strategies to create and attract a pool of quality school leaders:

### **1. Attracting, identifying and supporting potential and aspirant leaders by:**

- a) Identifying and publicizing the advantages of working in Swindon
- b) Asking head teachers to identify potential and aspirant leaders in the primary phase who are invited to take part in training led by head teachers and deputy head teachers on the positive aspects and practicalities of leadership at all levels. The course leaders will offer mentor support to the aspirant leaders as they make leadership job applications.
- c) Extend Swindon's involvement in the DfES secondary trainee headship scheme to the primary phase
- d) Developing a broadening experience index for leaders initially within Swindon and then in conjunction with three neighbouring authorities. Leaders joining the index will be able to put themselves forward, depending on experience and proven ability, to swap with a leader in another school, to act up in a more senior position in another school or, for experienced head teachers or deputy head teachers, to temporarily lead another school.

### **2. Supporting schools in providing opportunities for potential leaders to grow and develop**

- a) Encouraging schools to provide flexible leadership arrangements for example: phased retirement; a retiring head teacher staying on for 2 days a week to support a new appointment; co- leadership and job shares; changes in role before retirement to allow others to take up leadership roles; using the leadership skills of other professionals to support the extended schools agenda
- b) Supporting governing bodies in developing succession plans
- c) Supporting schools in building leadership skills and leadership training into the performance management and appraisal process

### **3. Ensure Swindon's leadership strategy is fit for purpose and is revised to address emerging needs**

- a) Establish a strategic leadership group with head teacher, deputy and head of department representatives as well as officers from the local authority

**Aim 1:** To attract, identify and support potential and aspirant leaders

Success Criteria:

- There are no head teacher or deputy head teacher vacancies because of lack of a candidates who meet the specified requirements
- The number of applicants for leadership positions increases
- The profile of school leaders is closer to the gender/ ethnic minority proportions of the teaching population

Ref.	Key actions	Timescale	Person responsible	Resources
1a	Develop a Swindon information pack / CD to go out with application packs.	Terms 1 & 2 – from September 2007	HR manager with Central HR	Cost of pack design and production – central HR cost
1b	Design course. HTs nominate primary attendees. Provide course & course leaders act as mentors.	Term 1 – Sep.2007 Term 2 - Oct. 2007  Terms 3 & 4 – from Jan. 2008	Part – time School Improvement Adviser with a remit to support leadership development (primary)	£5,000 (CPD funding) to pay for HTs / DHTs time to contribute to the course & course central costs (schools to provide supply cover costs) £4,000 from succession planning grant to pay for additional SIA days
1c	DfES trainee headship scheme places for primary / secondary staff: Identify candidates from challenging schools.. Candidates interviewed. Placements begin	Terms 5 & 6 – from April 2007  Term 1 – Sep.2007	Lead Adviser for Leadership & Management & Part – time School Improvement Adviser with a remit to support leadership development (primary)	£20,000 LA funding (from schools in challenging circumstances funding) & £10,000 from succession planning grant DfES / NCSL funding for attendance at external training and external mentors.
1d	Criteria for broadening experience index agreed at 3 levels: 1. swapping with a colleague at a similar level;  2. acting up in a more senior post; 3. an experienced HT or DHT leading another schools temporarily. Scheme published. Applications for the index invited. Index used to make placements. (Initially within Swindon & then extended to Wiltshire, Baines & S. Gloc. LAs with a named contact and some administrative support in each LA)	Term 6 June –2007  Pilot the swapping index terms 1 & 2 2007 in 1 or 2 clusters  Term 1 - Sep.2007          Term 3 – Jan. 2008	SIA / lead adviser for leadership and management with the CPD adviser	Schools to provide 'back fill funding' for acting up or senior leaders on secondment to a headship.  £6,000 from succession planning grant to schools to support the swapping level.  Each LA to fund time of a named contact and limited administrative support.

**Aim 2:** To support schools in providing opportunities for potential leaders to grow and develop

Success Criteria:

- Leadership posts do not have to be re-advertised as there are sufficient candidates
- Schools have leadership structures that enable the school to be successful and provide work/ life balance
- The skills of a range of professionals contribute to the leadership of the extended school
- Governing bodies have succession plans in place that provide candidates for leadership posts
- The performance management process for all staff includes opportunities for leadership development

Ref.	Key actions	Timescale	Person responsible	Resources
2a	Raise awareness of school leaders and governing bodies addressing work / life balance issues & possible flexible leadership models.  Sharing experience/ expertise on leadership of extended schools using other professionals with school leaders and governing bodies	CPD April 2007- December 2007	Governor Support Service; HR manager; SWORD group	Develop written guidance and training materials
2b	Training / guidance for governing bodies on developing succession plans that identify and support development of senior leadership.	Briefing sessions March 2008. Proposed ASG conference May 2008. 2 hour training session terms 1 & 2 2008.	Governor Support Service	Develop written guidance and training materials
2c	Training / guidance for all those who conduct performance management and use of Leaders of Learning Map.	CPD April 2007- March 2008	CPD Adviser ; HR Manager; Governor Support Service	Develop written guidance and training materials

**Aim 3:** Swindon's leadership development strategy is fit for purpose and is revised to address emerging needs

Success Criteria:

- Success criteria are met for aims 1 and 2

Ref.	Key actions	Timescale	Person responsible	Resources
3a	Strategic leadership group set up and has a written brief that includes: reviewing the impact of the leadership strategy and updating the strategy accordingly	Meetings 3 times per year: July, October, March.	Director of Quality and Standards	£100 per year for central meeting costs (CPD central funding)

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Bengali

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Chinese

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Gujarati

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Punjabi

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Adeega macmiisha (Customer Services)  
oo kasoo wac lambarkan (01793) 463725**

Somali

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Urdu