

**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
7 OCTOBER 2009**

**SUBJECT: DRAFT POLICY ON PAIRED HEADTEACHERS FOR PRIMARY  
SCHOOLS**

**BY: DIRECTOR OF EDUCATIONAL SERVICES**

**1. REASON FOR REPORT**

1.1 The reason for this report is to invite Committee to consider key principles on paired headteachers and to agree to consult on these principles.

1.2 This report is submitted to Committee in terms of Section D1 of the Council's Administrative Scheme relating to exercising the functions of the Council as Education Authority.

**2. RECOMMENDATION**

**2.1 It is recommended that Committee:-**

- (i) agrees to the key principles for a policy on paired headteachers in primary schools;**
- (ii) agrees to consultation on these principles;**
- (iii) asks that a draft policy based on these principles be brought back to Committee for approval.**

**3. BACKGROUND**

3.1 The Senior Management Team of Educational Services sees the quality of school leadership as vital to school improvement and to raising standards of attainment and achievement. This is backed up by research work on schools and so we need to consider

- The appointment of headteachers
- The development of headteachers
- The circumstances of Moray as a rural authority
- Giving headteachers the time and opportunity to lead

3.2 In session 2007/08 we radically overhauled our appointment procedures which are now far more robust and which give a greater focus to the quality of a candidate's leadership and management skills.

3.3 We have adopted a number of strategies including individual staff development, peer support and support networks in order to enhance the leadership capacity of our headteachers and senior managers in schools.

- 3.4 As a rural authority, Moray, like many other Education Authorities, has found it difficult to fill vacancies for headteachers, particularly in schools with a class committed headteacher. Those vacancies which have been filled, have often attracted a very small number of applicants and have often had to be re-advertised on several occasions. Therefore, there is a need to ensure that we support our schools by appointing and developing the highest possible calibre of candidates. This does mean that we need to seriously consider the number of headteachers we require across our forty-six primary schools (of which 21 have class-committed headteachers).
- 3.5 Paired Headteacher Pilots.
- 3.5.1 On 06 December 2006 (para 25 of the minute refers), Educational Services Committee agreed to the piloting of a paired headteacher model involving Glenlivet and Tomintoul Primary Schools.
- 3.5.2 At the meeting of the Education and Social Services Committee on 09 April 2008 (para 7 of the minute refers), Committee agreed to pilot a paired headteacher model involving Inveravon Primary School and Knockando Primary School.
- 3.5.3 The pilot in Glenlivet and Tomintoul was evaluated on three occasions and the final report presented to Children and Young People's Services Committee on 28 January 2009 (para 20 of the minute refers). The pilot in Inveravon and Knockando was evaluated on two occasions and the final report presented to Children and Young People's Services Committee on 12 August 2009 (para 28 of the minute refers).
- 3.5.4 The evaluations of both pilots were extremely positive with support staff, teaching staff, the headteachers and the parents from all schools providing overwhelming support for the paired headteacher model.
- 3.5.5 The positive feedback outlined a number of advantages which stakeholders considered pertinent to the situation in the four schools under the paired headteacher model:
- Clear direction provided by the headteacher.
  - The headteacher was able to focus on leadership.
  - The headteacher was able to channel efforts into school development.
  - Improved teamwork on the part of staff.
  - High level of collegiality.
  - Very good communications within the schools.
  - Positive links with parents.
  - Each school retained its own identity but benefitted from closer links.
- 3.5.6 For Glenlivet/Tomintoul and for Inveravon/Knockando, Committee agreed the following recommendations
- To the paired headteacher model becoming the permanent promoted staff structure.

- To the headteacher/acting headteacher being confirmed as the headteacher of both schools.
- To the advertising of permanent principal teacher posts – one for each school.

3.5.7 One of the clear points emerging from the pilots was the ability of the headteachers involved to focus on leadership and to develop their own leadership skills and capacity. The outcomes for the children in three of the pilot schools have been the subject of external scrutiny by HMIE and have been evaluated positively. Thus, the Senior Management Team is confident that the two pilots have demonstrated the clear potential for high quality leadership within a paired headteacher model.

3.6 In June 2009 it was reported that fifteen out of Scotland's thirty-two authorities had 'shared headships'. Indications are that these arrangements work well.

3.7 Given the above, the Senior Management Team of Educational Services would see the following principles as the way forward for Moray.

- When a primary headteacher post falls vacant, the first consideration will be its suitability for a paired headteacher.
- Suitability will be determined on the basis of the following:
  - A school will only be paired with another school from within its Associated School Group\*.
  - The total roll of the schools involved.
- Once a suitable pairing of schools has been identified, the remaining substantive headteacher will be offered an interview for the paired headteacher post. If that person is unsuccessful, or declines the offer of an interview, this would be dealt with under the agreed staffing policies of The Moray Council.
- Where a substantive headteacher is not successful at interview and not appointed, then the post will thereafter be subject to appointment via agreed appointment procedures.
- Where there are no substantive principal teachers, the schools involved will be supported by the appointment of principal teachers to enhance the promoted post capacity within those schools.

\*the only exception to this would be a denominational school where discussions would include representatives of the Roman Catholic Church.

#### **4. SUMMARY OF IMPLICATIONS**

##### **(a) Single Outcome Agreement/Service Improvement Plan**

This report relates to Key Priority 5 (Attainment and Achievement – Children and Young People) in the Single Outcome Agreement. It links to Action Area 1 (Leadership) in the Service Improvement Plan of Educational Services.

##### **(b) Policy and Legal**

The permanent appointment of a paired headteacher to Glenlivet Primary School and Tomintoul Primary School was made by Children and Young People's Services Committee on 28 January 2009 (para 20 of the minute refers). The permanent appointment of a paired headteacher to Inveravon Primary School and Knockando Primary School was made by Children and Young People's Services Committee on 12 August 2009 (para 28 of the minute refers).

##### **(c) Resources (Financial, Risks, Staffing and Property)**

The additional costs of the paired model will vary depending upon the circumstances in each school/pairing but in the pilot situation were approximately £5,000 per annum per pairing. Any additional costs incurred will require to be contained within existing overall budgets.

##### **(d) Consultations**

Members of the Senior Management Team in Educational Services have been consulted and agree with the contents of this report. Lorraine Paisey, Principal Accountant has been consulted and agrees with the financial aspects of the report.

#### **5. CONCLUSION**

##### **5.1 It is recommended that Committee:-**

- (i) agrees to the key principles for a policy on paired headteachers in primary schools;**
- (ii) agrees to consultation on these principles;**
- (iii) asks that a draft policy based on these principles be brought back to Committee for approval.**

ITEM:

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Background Papers:  
Ref: DMD/JR/Reports/Children and Young People's Services Committee/7 October 2009/Draft Policy on Paired Head Teachers for Primary Schools