

DRAFT PRINCIPLES FOR A PAIRED HEADTEACHER MODEL FOR PRIMARY SCHOOLS

1. Background & Rationale

In Moray the Senior Management Team in Educational Services agrees with the evidence from research that the key to school improvement is the quality of our staff and particularly the development of the skills and talents of our headteachers and teaching staff. In order to allow this development and to ensure it is undertaken in a comprehensive, planned and systematic manner, it is vital that schools have high quality headteachers who are clearly leaders and specifically leaders of learning. We see the paired headteacher model as a way of releasing headteachers from an on-going class commitment so that they can lead and focus on their own development and that of their staff, in order to improve the outcomes for children and young people in Moray. Therefore, from a research-based and philosophical standpoint we recommend the paired headteacher model.

However, from a pragmatic and practical point of view, we acknowledge that there is a small, but significant, counterweight to the above. As we are a small rural authority with a limited number of staff applying for senior posts, we need to keep options open for those staff who might aspire to senior positions. We are aware that a number of our staff would see the post of class-committed headteacher as their preferred route to headship and this is unlikely to change quickly.

As a result of the above we need to be flexible in our approach in order to ensure we have high quality leaders in headteacher posts. Therefore, the principles outlined below will not result in the position where we have no class-committed headteachers in Moray. The aim is simply to make pairing an option which is considered whenever a suitable vacancy occurs.

2. Aims & Outcomes

This policy aims to set out the principles/selection criteria for the pairing of primary schools under one headteacher.

3. Principles for Pairing

- 3.1 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 so that the headteacher links with one secondary school. *
- The headteachers in both schools identified for pairing have a class commitment.

- The roll projections for both schools identified for pairing are such that the headteachers will remain class committed for the foreseeable future.

There will be factors which lead to a decision not to proceed with a paired model. These would include:-

- Despite being in the same ASG, the proximity of the two schools is regarded as an issue.
- The school with the vacancy is deemed to require short-term additional headteacher input beyond that available from a paired headteacher.
- The school which does not have the vacancy has particular difficulties which would make pairing unwise.

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

3.2 A list of possible schools for pairing will be drawn up and circulated to headteachers, Parent Councils and Elected Members so that the possibilities for pairing are widely known.

3.3 When a vacancy occurs and the school is deemed suitable for a paired headteacher, the initial step will be to offer the remaining substantive headteacher an interview for the paired headteacher post. There will be instances where a pairing is identified and the substantive postholder 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, the post will be subject to appointment via agreed appointment procedures.

3.4 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. If the combined roll of the schools exceeds the threshold for a non class-committed headteacher then one post at deputy headteacher level would be created.

3.5 Where a vacancy occurs and a pairing is identified which does not fit the principles outlined above, this would require a separate paper to Committee.

4. Roles & Responsibilities

It will be the role of the Senior Management Team of Educational Services to seek advice from other officers and consider vacancies in relation to the principles outlined in section 3.

5. Quality Improvement, Monitoring & Evaluation

The quality improvement policies and procedures for schools in Moray have been deemed, by external scrutiny to be appropriate and robust. These policies and procedures apply in the case of all schools and will apply where

schools have a paired headteacher.

6. Staff Development

Educational Services provides peer support and officer support for newly appointed headteachers and this support will be available to paired headteachers.

7. Consultations

The following have been consulted in the formulation of this policy.

- Senior Officers in Educational Services
- Parent Councils
- Parents
- School staff
- Headteachers