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Shaping up to the Future

A guide to roles, structures and career
development in secondary schools

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Introduction

This study provides individuals, schools and other organisations supporting the secondary school system with some tools to inform decisions about people/school development such as:

- job design
- remodelling the school
- developing staff for future staff leadership roles
- getting a balanced senior management team
- getting a better match between individuals and their roles
- creating a more flexible, adaptable organisation

It builds on the NCSL publication *Growing Tomorrow's School Leaders: The challenge* (2004). Its purpose is to map the different leadership roles and levels within secondary schools and identifies the development routes leading to them.

It set out to test the propositions that:

- there are multiple pathways from entry to headship and beyond
- each pathway has a number of key milestones ('levels') which represent significant development steps
- there are different types ('shapes') of leadership role, below headship
- there are several career options open to experienced headteachers

The study suggests that schools should review a number of design issues on jobs and school organisation, namely:

- re-think the school structure
- sharpen up individual role descriptions
- create a more effective match between individuals and different leadership roles

It recommends the use of role profiles, career pathways and the emotional intelligence model to enhance the way in which individuals are managed and developed in the secondary school.

The study also highlights opportunities for experienced headteachers and the relatively new concept of 'portfolio careers', including gaining work experience outside the school sector.

It is hoped that a greater awareness of the career pathways up to and beyond headship, and the qualities required to progress along the pathways, will enable individuals and schools to be more systematic in their decisions about individual career development.

How we carried out the study

The College established a focus group of eight secondary headteachers to act as a source of information and a sounding board for the analysis of data.

Each headteacher in the focus group was invited to submit job descriptions for a range of leadership roles at emergent, middle and senior levels, together with 'vignettes' of individuals' career histories. Each school also supplied an organisation chart.

Hay Group consultants analysed the information gathered and the focus group discussed emerging themes.

Mapping Pathways, from Entry to Headship

The subject expertise and pastoral guidance pathways are the 'classic' routes through the profession. They have been in existence for over 30 years and still retain a major influence on school organisation and career development. But there are clear signs that the pathways are changing.

The subject expertise pathway

Generally the function of roles in this pathway is to ensure that the academic curriculum of the school is defined and delivered to the highest possible standards.

On entry, teachers are expected to focus on their classroom teaching and, after two to three years, they might take on additional subject/curriculum duties, such as being deputy to the head of department.

Further progress takes a teacher to a head of department role – heads of department are expected to work closely with heads of year to ensure that both academic and pastoral aspects of the school curriculum are co-ordinated.

The pastoral/guidance pathway

The core purpose of roles in this pathway is to manage a function which provides welfare and guidance to individual students.

Newly qualified teachers will take on a form tutor role. Progression might lead to an assistant head of year and then to head of year or year co-ordinator role, leading a team of form tutors in the welfare and guidance of a year group.

Beyond head of year role, there might be a senior guidance manager role, such as key stage co-ordinator.

Both pathways lead to opportunities to take on a senior leadership role across the school, at assistant headteacher/deputy headteacher levels, but this typically takes nine-18 years, longer than in many other organisations.

Although these are two distinctive teaching pathways, there is evidence from our study of individual career histories that more individuals cross over in order to gain a 'rounded' professional experience up to senior leadership level. In other words, the pathways are not linear, one-dimensional career routes.

New roles

National incentives being implemented in secondary schools provide opportunities to broaden development avenues by creating roles that are completely new to the secondary school sector and which demand different skills sets and usually involve working with and influencing others outside the school.

For example, assistant principal (sports college manager) leading a team of staff and overseeing a sport in the community project involving other secondary and primary schools, or assistant principal (training school manager) working with training school directors in other local schools and acting as the county training manager for all NQTs.

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Both teaching pathways lead to the assistant head level, which in some schools is set at a reporting level below deputy head. In others the two posts sit alongside each other. Some schools have got rid of deputy head posts in order to create a flatter structure.

Roles at this level are a springboard to headship.

These new opportunities demand different skill sets and qualities to the roles in the ‘traditional’ pathways. Usually they involve working with others outside of the school – leading teams outside of the direct responsibility of the school and influencing others who do not belong to the school organisation or hierarchy. We believe these are the kinds of new senior leadership roles which will become prevalent in secondary schools in the future. Clearly these examples demonstrate that the career pathways are getting less linear, more fluid and less predictable.

Most secondary schools have created pathways with five or six levels up to headteacher, closely related to national pay structures, with the steps between each of the level representing just noticeable differences in know-how.

Level 1	Headteacher
	Overall responsibility for strategic direction and operational effectiveness
Level 2	Deputy Head; Assistant Head
	Curriculum/pastoral co-ordination; school performance in all areas; whole-school issues
Level 3	Head of Faculty; Head of Key Stage
	Resource managers; operational managers. Co-ordinators of bigger teams
Level 4	Head of Department; Head of Year
	Resource managers; operational managers. Co-ordinators of teams
Level 5	Teacher plus additional responsibility such as form tutor
	Classroom effectiveness plus pastoral role
Level 6	Teacher (QTS)
	Classroom effectiveness

The levels, and the leadership tasks associated with them, can be linked to the Leadership Development Framework developed by NCSL.

The support pathways

Pathways for support staff are relatively new – stemming from emergence of the bursar role in the last five years. As yet, though there is not a clearly defined pathway from entry point to middle/senior leadership role as the support roles are not a discrete, single professional route.

They embrace all of the key support functions – finance, site management, premises, teaching support – and are likely to be a combination of different occupational channels co-ordinated by middle managers, and accountable to a senior manager.

Remodelling agreements under the workforce remodelling agenda provide for extended roles for support staff and enable the progression of support staff up to the higher level teaching assistant (HLTA) level.

The national standards, training and assessment for HLTAs help develop clearer routes for school support staff and provide a potential route to qualified teacher status (QTS) for those with the interest and skills to do so.

A fourth pathway?

A fourth pathway is emerging in some secondary schools – that of advanced skills teacher (AST).

The role enables outstanding teachers to remain within the classroom while at the same time developing classroom skills of other teachers, supporting professional development in other schools and progressing along extended salary scales.

ASTs usually report to heads of faculty or directly to the headteacher, but some have progressed to assistant or deputy head.

It's a changing world

It is evident that the functions and form of secondary schools is changing and that school leadership pathways will become more complex as a result of a more diverse work environment.

Internally, there is a drive towards shared leadership, which in theory, will create more opportunities for leadership development.

Externally, schools are being encouraged towards clusters, collegiate, federations and networks, with the emphasis on collaborating with other schools and other children's agencies within the wider community.

Every Child Matters (2004) creates the concept of full service or extended schools in which the school becomes the hub of all children's services.

This will bring teachers into more regular contact with other professionals and new ways of working, as well as enabling school staff to take up consultant placements and secondments.

We foresee more movement into and out of the secondary school system as staff 'cross-over' between several career pathways inside and outside the school sector.

Successful secondary school leaders will have new opportunities to exercise leadership of other agencies. Non-teaching staff, such as social care/health professionals, will have the chance to work in extended secondary schools.

The Secondary School: Job/Organisation design issues

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Examination of job descriptions from secondary schools reveals a number of common features:

On job design

We see the teaching role itself as a ‘managing’ role:

- planning teaching and organising the classroom
- ‘performance managing’ pupils in the broadest sense
- using influencing and communicating skills; externally – with parents; internally – with colleagues
- managing resources (including money, materials and teaching assistants)
- managing a physical and social learning environment
- implementing teaching and learning strategies

Teachers are accountable for the entire student experience, as are their line managers, so everyone seems to be checking the same things.

Most senior leaders’ roles have line management responsibilities for both pastoral and curriculum teaching, which may not be consistent or even compatible with each other. This mix of accountabilities can easily lead to people preferring one part of the job to another, being better at one side of the job than the other and/or having their longer-term development and creative challenges crowded out by urgent operational demands – factors which could easily lead to job stress and burn-out.

Many of the individual responsibilities seem to be written expressions of the cultural expectations, rather than clear definitions of individual roles. A number of assistant heads might have the same job description, for example, making it difficult to assess what is expected of the individual and what is the unique value added by each role. Also, job descriptions are very task orientated, rather than defining leadership responsibilities and intended outcomes.

The overall impression is one of teachers as ‘plate-spinners’, with a number of ‘plate-catchers’ around them. This raises questions about whether it is the best way to organise work.

On organisational design

The move towards shared leadership and the creation of more extensive networks and learning communities means the hierarchical structure commonly used in secondary schools is no longer entirely appropriate.

The management/leadership cake is split into many different slices – components of the classroom teacher’s role – and layers – integration of the different slices at different levels in the organisation. This may be a split too far, failing to give many teachers enough experience of leadership or it may just be a feature of having to continue in a classroom teaching capacity through to senior leadership roles.

The breadth of responsibilities in schools and the number of individuals carrying them out often leads to uncertainty about priorities for action – delivery of the core curriculum versus pastoral and social development.

On leadership qualities

Although there are national standards for key leadership roles, there is no evidence of a common set of leadership behaviours, unlike other public and private sector organisations where a core leadership model describes the behaviours required.

These issues are potential blockages to developing leadership capacity within secondary schools – so what actions can secondary schools take to resolve them?

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Resolving Issues: Action steps

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Action can be taken to increase effectiveness of a secondary school's organisation and enable individuals to prepare better for future leadership roles.

Job and organisational clarity are paramount. We find that organisations with high degrees of clarity are most effective at implementing strategy. When people understand what is expected of them, they are more likely to commit emotionally and focus their efforts on what counts the most.

The starting point for designing the structure of the school therefore, is clarity about its core purpose – surely student learning. An organisation that is focused on learning must ensure that its structures and processes support this core purpose.

When we look at the structure of secondary schools, we find that most have elements of three different organisational forms:

Functional

Clear vertical hierarchies; stable, comfortable and isolated

Project-based

Temporary issues-based structures, drawn from different functional areas, collaborating around a specified goal

Matrix

A combination of either two intersecting functional hierarchies (curriculum and pastoral) or a project-based structure overlaid on to a functional hierarchy

In reality, almost all schools are a matrix structure, with a tendency towards either functional or project-based groupings.

As the pace of change increases, a matrix structure appears more and more important because it enables whole school and cross-departmental activity and focuses on change and development.

This does pose significant challenges, however, with one axis of the organisation usually carrying more clout than the other in a contest over resources and individuals being split between achieving short term operational goals or meeting long term developmental demands.

The form therefore needs to be more flexible and diffuse than traditional hierarchies. A team-based structure with a coalition of teams each having responsibility for a specific function or project may be one of the most powerful ways to develop leadership potential and capacity.

Indeed, it is evident that more schools are moving away from the traditional functional structure of career pathways, replacing them with more organic and dynamic structures. As more schools become extended, then both the pathways and the background of the individuals following them will broaden.

There are three action steps that secondary schools should take to increase the effectiveness of their structures, jobs and decision-making processes.

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Action Step 1

Rethinking the School Structure

One way to rethink the structure is to divide accountabilities into operational, support/advisory and co-ordination/partnership roles at different levels in the organisation.

Operational roles: taking tactical decisions to achieve objectives; setting targets; monitoring achievements; coaching, appraising and generally managing the performance of staff within their defined areas; ensuring customers are properly served; and securing the resources necessary for achieving all of these things. These roles require job holders who can lead a team, hold people accountable, influence others across the school and display high degrees of self-confidence.

Support/advisory roles: providing support to the operational roles and requiring a different mindset orientated much more towards new ideas for the longer term and a willingness to challenge with integrity proposed courses of action. These roles require organisational understanding, empathy with internal customers and conceptual thinking.

Co-ordination/partnership roles: accountable for achieving business results but have to rely on others, for whom they are not directly responsible. These roles require an ability to indirectly influence others, work in a team and understand others' perspectives.

The Hay Group has identified six principles that provide a framework by which organisations can assess the effectiveness of their structures, jobs and decision-making processes:

Principle 1: Ruthless focus on value

A ruthless focus on value requires that all jobs have a distinct and meaningful purpose and that each management layer in an organisation adds commensurate value in implementing the organisation's strategy.

Jobs should not be tucked into a group because there is nowhere else for that position to report.

Ask yourself:

- Does your organisation's structure focus (vs. distract) management's time on those accountabilities most critical for the organisation's success?
- Does the organisation have all roles in place to implement strategy?
- Are all accountabilities necessary for success built into jobs and not just left to the initiative of individuals?
- Does each job in the organisation have a distinct and clear purpose?
- Do reporting relationships make sense?

Principle 2: Crystal clear interdependencies

Far more difficult to achieve, this requires that jobs and processes clearly recognise interdependent accountabilities across the organisation and are designed to ensure that they are properly connected.

Ask yourself:

- Are there overlaps/redundancies in jobs and accountabilities across the organisation?
- Are any of the jobs or accountabilities that we need to accomplish work across the organisation missing?
- Is it clear where each job starts and stops for jobs that are part of a process across multiple groups?

Principle 3: Do-able roles

Designing jobs goes beyond merely writing job descriptions. If a job is not 'do-able', then it is not properly designed and will become problematic as incumbent after incumbent fails.

Ask yourself:

- Does the shape of the job maximise the likelihood of success for employees doing that job?
- Is there an appropriate number of accountabilities?
- Are the requirements of the job and the motives of individuals consistent?

Principle 4: Empowerment requires specific freedom to act

Well-designed jobs have explicit decision-making authority, and the authority must be commensurate with the accountabilities. Without the appropriate decision-making authority, people cannot, or will not, act as required by their jobs.

Ask yourself:

- Are jobs designed with the appropriate decision-making authority?
 - Is the appropriate level of risk-taking built into the job?
-

Principle 5: Clear definitions of concurrent accountabilities and tiebreakers

Flatter structures, broader roles, and the use of teams mean decision-making has become more complex and at times problematic, with many more situations where both decisions and accountabilities are shared.

Jobs can either contribute to a decision by providing input, they can be solely responsible for a decision, or they can share accountability for a decision. For conflict to be avoided the role a job plays in the decision-making process needs to be explicit.

Ask yourself:

- Is it clear which jobs have input into decisions and which jobs share decision-making?
 - Are decision-making processes explicit?
 - Are there clear and fast remedies to resolve conflicts?
 - Do the decision-making processes enable timely decision-making?
-

Principle 6: Teams are also held accountable

Each of the above principles applies equally well to teams.

The most effective teams are those in which there is absolute clarity and clear value regarding the team's role and the expected contribution from each member.

Ask yourself:

- Is the purpose of the team clear?
- Do teams contribute more value than the sum of individual member inputs?
- Are the accountabilities of the team aligned across the organisation?
- Are the roles of the team, and of team members, do-able?
- Does the team have the appropriate decision-making authority to be successful?

Action Step 2

Sharpening up individual role descriptions

In designing leadership roles we must address three related issues:

- the amount of expertise and capability required
- the degree of problem-solving and creativity
- the accountability for expected outcomes

The higher the score on each of these categories the bigger the job, the harder to do, the more important to the organisation, the more senior and better paid.

However, scores in the categories don't necessarily keep pace with each other: some jobs can be high on know-how or problem-solving and low on accountability.

At the extreme ends of job shape we have what the Hay Group calls A-type and P-type roles. A-type roles are relatively high in accountability while P-type roles are relatively high in problem-solving. Each requires different characteristics and therefore appeals to different types of people.

Once, we might have described the teacher as a P-type role, but changes driven by increased pressure on targets and objectives and a relative reduction in professional autonomy and judgement means teachers are now quite definitely strong A-type roles.

Astute organisations instinctively ensure they have a balance of both types of jobs. As well as providing multiple career paths, this creates a healthy balance.

How does the balance lie in your school? Where would you like to be and where can you feasibly be in light of current policy?

We propose two levels of investigation:

- what is the shape of my job now?
- what is the shape of my ideal job?

It is possible that different parts of the school or different levels will send different messages.

A good way to provide role clarity for individuals is through the use of role profiles, which provide a framework linking job purpose, accountabilities and personal qualities, while at the same time enabling a new approach to developing leadership talent within the school.

Role Profile



See appendix starting on page 20 for examples of role profiles.

Role profiles are available for a variety of posts in the secondary school system and should be used by individuals to:

- determine which role(s) best describes their current job
- identify the leadership role(s) to which they aspire
- identify the specific development needs to enable them to make the transition

Action Step 3 Matching individuals to roles

Jobs with different shapes require job holders with different qualities. For example jobs which have a strong delivery focus, eg head of department, require individuals who focus on results, are aware of the organisational politics and key influences, are self-confident, flexible and provide strong team leadership.

On the other hand, jobs which are about co-ordination eg network managers, are responsible for results but do not control relevant resources directly. A central requirement is the ability to influence others without any direct authority over them.

An effective leadership development programme provides a strong fit between individual strengths and aspirations and requirements for particular roles. A well-balanced organisation will have a mix of planning and policy and operations roles at all levels.

A New Way of Developing Individuals in the School

We have three recommendations to enable schools to improve the ways in which individuals are developed for future leadership roles.

1. Use the career pathways and role profiles

They provide a framework which offers a new way of managing and developing individuals in the school, from entry up to and beyond first headship.

The role profiles provide a foundation for career development, succession planning, performance management, training and development, job and organisation design and recruitment/selection.

The use of role profiles and career pathways will enable a more personalised approach to leadership development within the school and should ensure that individuals focus on developing the right qualities for their current and future roles.

Individuals can examine their current roles and ask themselves questions such as the following:

- How do I match up against the role demands?
- What are the specific challenges facing me in my role?
- What do these challenges mean for me in terms of what I need to do well?
- What areas of skill or knowledge have I learnt in this role?
- How can I get better in my current role?

Then consider issues about their career planning, including the differences between their current role and the one they aspire to, and the development needs which spring from that.

The Use of the Role Profile for HR Processes



2. Use the Emotional Intelligence Model

At the present time the schools sector lacks a core leadership model that could underpin all leadership roles at all levels from teacher to headteacher.

The Hay Group research suggests that the Emotional Intelligence Model developed by Daniel Goleman provides a useful framework for this purpose.

He defines Emotional Intelligence as the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships

The model identifies a set of competencies, divided into four clusters, that differentiate individuals with emotional intelligence:

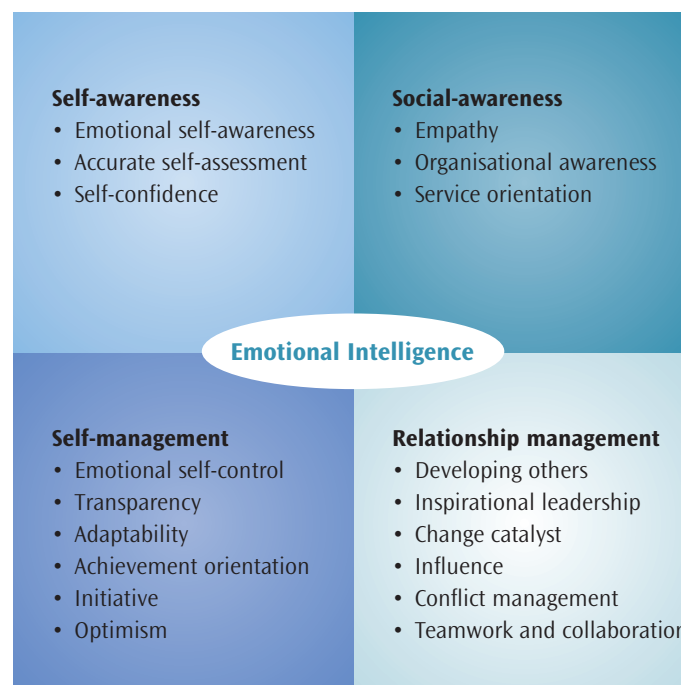
- **Self-awareness competencies** that enable us to understand who we are and how we react with the world, and enable us to identify our strengths and development needs
- **Social-awareness competencies** that enable us to understand what others are saying and feeling and why they feel and act the way they do
- **Self-management competencies** that motivate us and help us to regulate our behaviour so that we act appropriately in various situations
- **Social skills or relationship management competencies** that enable us to get desired results by working with or through others

Traditionally, the emphasis when evaluating potential performance has been on intellectual capacity; now compelling research indicates that emotional intelligence is more important than IQ or technical skills in differentiating outstanding performance.

All our work shows that highly successful leaders are emotionally intelligent leaders who create a culture that increases employee satisfaction and lowers turnover.

Emotional Intelligence also enables staff to work more effectively in complex organisational structures where relies even more on building valuable relationships.

The Emotional Intelligence Framework



The Emotional Intelligence Framework, *Emotional Intelligence*, Daniel Goleman

3. Create a culture of learning

If schools are to be genuine learning organisations, as well as places of learning, then they must develop an organisational culture that values the sort of learning most likely to enhance the capacity of individuals to lead.

The distinctive characteristics of the culture of successful schools are:

- They have a hunger for improvement and a desire to be world class. They are ambitious for all students. They perceive and expect that staff are ready to make personal sacrifices to put pupils first.
- They do not believe in making allowances for good effort without results and they are significantly less tolerant of mistakes than other schools. Although they are not without a sense of warmth and humour, staff comfort is not a defining feature of their ethos.
- They are more likely to talk value added seriously as a key message of success, linked to their interest in helping people learn.

This hard-edged picture is tempered in two ways:

- They follow a collaborative model; teachers are not islands. They support each other and learn from each other.
- Targets are not of value whatever the cost. They believe in building the capability to learn in students, in laying foundations for later life, adding value to every student, not pursuing academic success to the exclusion of other achievement.

Beyond First Headship: The options

In the context of the growing problems of recruiting sufficient numbers of headteachers in the future, it is vital that the school sector makes full use of experienced headteachers for as long as possible.

In the secondary sector many headteachers are in post for 20-30 years, though in recent years increasing numbers have sought early retirement due to pressures of the job.

But the plateau effect that can emerge after about seven-ten years in post and lead some heads to take early retirement can be overcome through re-energising professional development/career development opportunities.

This must be a priority action for local education authorities, NCSL and DfES to ensure that the pool of seasoned professionals at headship level are given opportunities to move onto other roles after their first headship.

Until recent times, there were limited career options for experienced headteachers but changes in the organisational structures for secondary schools, new approaches to transmitting best practice and the advent of *Every Child Matters* (2004) have created new career opportunities.

Hay Group research has found that highly successful leaders in business have a lot in common with highly successful headteachers, namely:

- team work and developing others
- drive and confidence
- vision and accountability
- influencing tactics and politics
- thinking styles (the big picture)

Successful headteachers therefore, have skills and qualities that enable them to operate outside of their first schools and still continue to make a significant contribution to the education sector. These include training as an Ofsted inspector, research opportunities with NCSL, overseas placements and visits, as well as mentoring, coaching, training and consultancy. We focus on four new roles:

Consultant leader

Headteachers with a proven record of success are recruited and trained by NCSL to take a lead role in facilitating the learning of school leaders and teams, creating, sharing and using new knowledge and understanding to improve outcomes for pupils.

Consultant leaders can apply to:

- be tutors and facilitators on NCSL leadership development programmes
- work with NCSL colleagues in developing and piloting new programmes
- be facilitators at NCSL seminars, conferences and other events

Executive principal

An opportunity for experienced headteachers to look after more than one school at the same time, overseeing the turnaround process in schools which have been failing.

The aim is to support a new head through the first crucial years in the job, whilst the school's reputation is enhanced by association with the successful partner school.

The Department for Education and Skills and local authorities are increasingly favouring this kind of set up, which so far shows signs of succeeding where other initiatives to transform the leadership of failing schools have gone wrong.

Head of an extended school

Every Child Matters (2004) will provide a framework for the delivery of integrated children's services to the community, with schools at the hub and it is expected that all schools will become extended by 2008.

Extended schools provide opportunities for school leaders to develop multi-agency collaboration, promote a broader view of educational/community leadership and operate as agents of social change and community renewal.

This requires experienced secondary headteachers who are totally committed to new ways of working and who are prepared to change their focus of leadership from school-based to community-based, recognising that their authority across multiple agencies is not as powerful as within the school.

School improvement partner (SIP)

School improvement partner is a new role created by the DfES, as part of the New Relationship with Schools, to provide support and advice to schools and conduct 'the single conversation' around school evaluation and improvement processes.

Some headteachers will work as a SIP for a specified number of days a year; some out of their school full time for a period, and some ex-heads will work as independent consultants.

SIPs present a new opportunity to give headteachers a bigger role in the national drive for school reform.

The portfolio career

An increasing number of headteachers no longer see headship as being for life, nor as being the summit and endpoint of a professional career, but rather as part of a portfolio of professional development.

With a growing emphasis on the importance of cross-sector experience in the public sector we should expect to see more headteachers working to develop their careers outside the school setting.

The acceptance of the time-limited nature of effective headship is embedded in their thinking and the need for a pro-active exit and succession strategy self-evident, both in theory and practice.

Given the ageing headteacher population, senior management recruitment difficulties and heads in general being prepared to spend fewer years in headship, the need for personal sustainability strategies and support mechanisms becomes even more pressing if the quality of effective headship for future generations is to be maintained.

Appendix

Role Profiles for key
leadership roles

Guidance Notes: Using the Emotional Intelligence Framework

The EI model identifies 18 competencies that underpin outstanding performance of senior leaders/managers in a wide range of organisations. These competencies are located in four clusters. We believe the model provides a framework to cover the development of leaders, at all levels, in secondary schools.

Ideally an organisation would want its leaders and potential leaders, at all levels, to have significant strengths in each competency. This is probably an unrealistic goal. However we believe it is essential for each individual to have strengths in each cluster. In a hierarchical-based organisation, leaders at all levels will have similar sets of competencies. Often senior leaders will be performing similar functions but on a larger scale than middle/lower-level managers. However the EI Framework enables organisations to identify 'levels' within each competency. Each of the competencies in the EI model has four levels. Therefore it is possible to say, for example, that Influencing (level 2) is critical for head of department but Influencing (level 4) is critical for a deputy head role, which reaches across the whole school and involves the use of influencing skills across a much broader and diverse group of people.

As yet, little research has been done to identify the EI competencies for key leadership roles in secondary schools. The EI competencies which are set out in the role profiles are the judgements of the authors. Only the Headteachers EI profile is based on solid research – it is adapted from the competency model (Models of Excellence) which was carried out for the Leadership Programme for Serving Headteachers. It is important for each school to agree its own set of EI competencies which it wants its leaders to develop. The particular set chosen will reflect many aspects of the school – its culture, values, history, strategic direction and current performance.

For individuals who wish to use the EI framework for development purposes, we recommend reading Daniel Goleman's book *Working with Emotional Intelligence* – chapter 11.

On the following pages we offer sample role profiles. These are provided to stimulate discussion in schools, and may be of use to schools when drawing up role profiles, adapted to reflect local contexts.

Role Profile	School Bursar (full role)
Job Purpose	To provide effective leadership of all support functions – finance, personnel management, estate management, whole school administration and marketing – and provide strategic advice to the headteacher and governing body in these areas
Accountabilities (Actions)	<p>Strategic Role</p> <ul style="list-style-type: none"> responsible for strategic planning aspects including all financial implications and ensuring that the school makes the best possible use of resources available <p>Finance</p> <ul style="list-style-type: none"> advise the head and governors on investment and financial policy prepare for approval by the head and governors the annual estimates of income and expenditure responsible for the management of the school accounting function prepare all financial returns for the DfES, LEA and other central/local government agencies <p>Personnel Management</p> <ul style="list-style-type: none"> responsible for all general personnel matters, including recruitment, contracts of employment, payroll, records, medical checks and child protection responsible for the recruitment, professional development, appraisal and training of all support staff <p>Estate Management</p> <ul style="list-style-type: none"> responsible for the maintenance of the school site, the buildings and the estate know about the main health and safety issues specific to the school and how they relate to students, staff, visitors and contractors responsible for the letting of the school premises to outside organisations and school staff <p>Whole School Administration</p> <ul style="list-style-type: none"> manage the administrative function including the administrative ICT facilities, reception, reprographics and telephones responsible for the systems and general management of the school's administrative and financial computer network manage the preparation and production of all school records and publications <p>Marketing</p> <ul style="list-style-type: none"> promote the school to different audiences and raise the profile within the local community liaise with local businesses for fundraising, arranging vocational experience and joint projects

Knowledge and Skills	School bursars should demonstrate their knowledge and understanding of: <ul style="list-style-type: none"> • budget preparation and financial planning procedures • principles of accounting, monitoring and control • legal frameworks governing employment, including contracts of employment, recruitment procedures, redundancy, industrial tribunals, health and safety • principles and practices of effective team leadership • legal frameworks and procedures governing estates management, including health and safety, security, access, lettings • principles of effective marketing 	
Personal Qualities (EI)	Emotional self-awareness Accurate self-assessment Self-confidence	Empathy Organisational awareness Service orientation
	Emotional self-control Transparency Adaptability Achievement orientation Initiative Optimism	Developing others Inspirational leadership Change catalyst Influence Conflict management Team work and collaboration
Source	Looking for a Bursar? DfES (2004)	

Role Profile	Classroom Teacher	
Job Purpose	To facilitate and encourage learning which enables students to achieve high standards; to share and support the corporate responsibility for the well-being, education and discipline of all students	
Accountabilities (Actions)	<ul style="list-style-type: none"> • Prepare and teach lessons of a high standard to the students assigned to him/her: <ul style="list-style-type: none"> – following designated programmes of study – carrying out the necessary assessments – providing information/comments for records – monitoring students in accordance with agreed departmental strategies • Maintain discipline in accordance with school policies and demonstrate good practice in the classes taught with regard to attendance, appearance, uniform, punctuality, behaviour, homework etc • Contribute to the corporate tasks of development, record keeping, monitoring, evaluation of lessons and maintenance of materials • Participate in the applications of the departmental homework policy which includes setting, marking of homework and monitoring homework diaries • Work closely with and consult those teachers who are responsible for similar curriculum areas, ensuring continuity and progression for students • Engage in continuous professional self-development in relevant areas 	
Knowledge and Skills	Classroom teachers should demonstrate their knowledge and understanding of: <ul style="list-style-type: none"> • principles and practices of effective teaching and learning • preparation of schemes of work and lessons • knowledge and understanding of subject area(s) • principles and practices of monitoring/assessment/evaluation • the application of information and communications technology (ICT) to learning and teaching in subject area(s) 	
Personal Qualities (EI)	Emotional self-awareness Accurate self-assessment Self-confidence	Empathy Organisational awareness Service orientation
	Emotional self-control Transparency Adaptability Achievement orientation Initiative Optimism	Developing others Inspirational leaders Change catalyst Influence Conflict management Team work and collaboration

Role Profile	Advanced Skills Teacher (Dance)
Job Purpose	To work with specialist and non-specialist colleagues including those in those in partner schools in order to raise their teaching skills in dance
Accountabilities (Actions)	<p>Teaching and Learning</p> <ul style="list-style-type: none"> prepare and teach lessons of a high standard develop relevant syllabuses, schemes of work and materials monitor progress of students <p>Develop People</p> <ul style="list-style-type: none"> work closely with these colleagues who are also responsible for teaching of dance to improve their teaching skills provide regular master classes for colleagues <p>Resource Management</p> <ul style="list-style-type: none"> manage AST development budget <p>Professional Development</p> <ul style="list-style-type: none"> keep up to date with current thinking in teaching of dance and ensure own continuing professional development needs are met <p>Partner Schools</p> <ul style="list-style-type: none"> provide coaching/mentoring to colleagues in partner schools in order to improve the quality of teaching and learning in dance
Knowledge and Skills	<p>Advanced skills teachers should demonstrate their knowledge and understanding of:</p> <ul style="list-style-type: none"> working with groups/individuals to facilitate and maximising learning their subject area/s developing learning strategies influencing/communication skills curriculum development and trends working in partnerships to deliver improvements coaching skills processes and systems for monitoring and evaluation the application of information and communications technology (ICT) to learning and teaching in subject area(s)

Personal Qualities (EI)	Self-awareness Emotional self-awareness Accurate self-awareness Self-confidence	Social-awareness Empathy Organisational awareness Service orientation
	Self-management Emotional self-control Transparency Adaptability Achievement orientation Initiative Optimism	Relationship management Developing others Inspirational leadership Change catalyst Influence Conflict management Team work and collaboration

Role Profile	Head of Year	
Job Purpose	To lead a team of form tutors in the welfare and guidance of a year group and provide effective strategies to tackle underachievement in the year group	
Accountabilities (Actions)	<ul style="list-style-type: none"> • Provide effective leadership to the team of form tutors in the year group • Allocate and monitor financial and other resources to the form tutors • Set and agree academic and non-academic targets for each student, in liaison with heads of department and assistant principals (guidance/curriculum) • Establish effective working relationships with other heads of year, heads of department and assistant principals and external agencies • Monitor students' progress in academic and non-academic attainments and prepare intervention strategies to tackle under achievement 	
Knowledge and Skills	As for class teacher but especially important are: <ul style="list-style-type: none"> • principles and practices of effective teaching and learning • principles and practices of pupil management • knowledge of record-keeping systems and procedures • principles and practices of monitoring/assessment/evaluation • knowledge of various external agencies which provide support services to students (and their families) 	
Personal Qualities (EI)	Emotional self-awareness Accurate self-assessment Self-confidence	Empathy Organisational awareness Service orientation
	Emotional self-control Transparency Adaptability Achievement orientation Initiative Optimism	Developing others Inspirational leadership Change catalyst Influence Conflict management Team work and collaboration

Role Profile	Head of Department
Job Purpose	Provide professional leadership and management of their subject area(s) in order to secure high quality teaching, the effective use of resources and improved standards of learning and achievement of all students
Accountabilities (Actions)	<p>Strategic Direction</p> <ul style="list-style-type: none"> • develop and implement policies and practices for the subject areas which reflect the school's commitment to high achievement and which are consistent with national and school strategies and policies • establish short-, medium- and long-term plans for the development and resourcing of the subject • monitor the progress made in achieving subject plans and targets, and evaluate the effects on teaching and learning <p>Teaching and Learning</p> <ul style="list-style-type: none"> • provide guidance on a choice of appropriate teaching and learning methods • develop and implement systems for recording individual pupil's progress • ensure schemes of work are developed appropriately • evaluate the quality of teaching and standards of achievement, setting targets for improvement <p>Leading and Managing Staff</p> <ul style="list-style-type: none"> • recruit and select teaching and support staff • develop subject teams and individuals to enhance performance • plan, delegate and evaluate work carried out by team(s) and individuals • create, maintain and enhance effective relationships <p>Resource Management</p> <ul style="list-style-type: none"> • secure and allocate resources to support effective learning and teaching within the subject area(s) • monitor and control the use of resources

Knowledge and Skills*	Heads of department should demonstrate knowledge and understanding of: <ul style="list-style-type: none"> • school improvement and effectiveness strategies including the process of school self-evaluation • processes and systems for quality assurance within subject area(s) • principles and practices in relation to managing learning and teaching, people, policy and planning, resources and finance • principles and practices of effective leadership and management of change • the application of information and communications technology(ICT) to learning, teaching and management of the subject area(s) • principles of curriculum planning • financial planning, stock inventory and resource planning 	
Personal Qualities (EI)	Self-awareness Emotional self-awareness Accurate self-assessment Self-confidence	Social-awareness Empathy Organisational awareness Service awareness
	Self-management Emotional self-control Transparency Adaptability Achievement orientation Initiative Optimism	Relationship management Developing others Inspirational leadership Change catalyst Influence Conflict management Team work and collaboration

Source

+ an amended version of Standards for Qualified Teacher Status (TTA)

Role Profile	Deputy Head (Curriculum Management)	
Job Purpose	To be responsible for the development, organisation, review and evaluation of the school curriculum and for the construction of the timetable, and to deputise the headteacher in his/her absence	
Accountabilities (Actions)	<p>Managing Teaching and Learning</p> <ul style="list-style-type: none"> • set and monitor performance goals for the school curriculum areas • take corrective action to ensure quality and performance standards are attained and continuously improved <p>Managing People</p> <ul style="list-style-type: none"> • monitor and evaluate the work of head of mathematics, gnvc coordinator, head of humanities, the KS3 strategy manager and the examinations officer • manage and motivate the curriculum teams to deliver the change agenda and grow leadership potential within the school <p>Managing Policy and Planning</p> <ul style="list-style-type: none"> • develop, in association with the heads of department and key stage managers, the whole school curriculum, ensuring it meets national and school priorities • contribute to the overall strategic direction of the school, as a member of the senior management team • be jointly responsible with the deputy head (pastoral) for all policies relating to behaviour within the school 	
Knowledge and Skills	<p>Deputy heads should demonstrate their knowledge and understanding of:</p> <ul style="list-style-type: none"> • school improvement and effectiveness strategies, including the process of school self-evaluation • processes and systems for quality assurance within all curriculum areas • principles and practices in relation to managing learning and teaching, people, policy and planning, resources and finance • principles and practices of implementing change programmes • principles of curriculum planning • the application of information and communications technology (ICT) to curriculum areas • the legislative and policy frameworks which govern education at national and local levels • the range of external influences which have an impact on school strategic and operational planning • construction of the school timetable 	
Personal Qualities (EI)	<p>Self-awareness</p> <p>Emotional self-awareness</p> <p>Accurate self-assessment</p>	<p>Social-awareness</p> <p>Empathy</p> <p>Organisational awareness</p> <p>Service orientation</p>
	<p>Self-management</p> <p>Emotional self-control</p> <p>Transparency</p> <p>Adaptability</p> <p>Achievement orientation</p> <p>Initiative</p> <p>Optimism</p>	<p>Relationship management</p> <p>Developing others</p> <p>Inspirational leadership</p> <p>Change catalyst</p> <p>Influence</p> <p>Conflict management</p> <p>Team work and collaboration</p>

Role Profile	Secondary Headteacher
Job Purpose	Provide the leadership and management which enables the school to give every pupil high quality education and which promotes the highest possible standards of achievement
Accountabilities (Action) ¹	<p>Creating the Future</p> <ul style="list-style-type: none"> • create and communicate a shared vision which expresses core values and moral purpose • motivate others to create a shared learning culture and positive climate • model the values and visions of the school • translate the vision into agreed objectives and operational plans <p>Leading Teaching and Learning</p> <ul style="list-style-type: none"> • ensure a continuous and consistent school-wide focus on pupils' achievement, using data and benchmarks to monitor progress • establish creative, responsive and effective approaches to learning and teaching • set high expectations and set stretching targets for the whole school community • monitor, evaluate and review classroom practice and promote improvement strategies • challenge under-performance at all levels and ensure corrective action <p>Developing Self and Working with Others</p> <ul style="list-style-type: none"> • develop and maintain effective strategies and procedures for staff induction, professional development and performance review • develop and maintain a culture of high expectations for self and others • ensure effective planning, allocation, support and evaluation of work of teams and individuals • regularly review own practice, set personal targets and take responsibility for own development <p>Managing the Organisation</p> <ul style="list-style-type: none"> • create an organisational structure which reflects the school's values and enables effective and efficient operations • produce and implement evidence-based improvement plans and policies • manage the school's human, financial and physical resources effectively • recruit, retain and deploy staff appropriately • monitor use of resources to ensure value for money <p>Securing Accountability</p> <ul style="list-style-type: none"> • develop a school ethos which enables everyone to work collaboratively • ensure individual staff accountabilities are clearly defined, understood and agreed • work with the governing body to enable it to meet its statutory responsibilities

Accountabilities
continued

Strengthening Community

- create and promote positive strategies for challenging racial and other prejudice
- ensure a range of community-based learning experiences
- collaborate with other agencies to ensure pupil and community needs are met

Knowledge and Skills¹

Headteachers should demonstrate their knowledge and understanding of:

- statutory education frameworks, including governance
- ways to build, communicate and implement a shared vision
- strategic planning processes
- leading change, creativity and innovation
- new technologies, their use and impact
- strategies for communication, both within and beyond the school
- strategies for raising achievement and achieving excellence
- models of learning and teaching
- models of behaviour and attendance management
- strategies for ensuring inclusion, diversity and access
- curriculum design and management
- schools self-evaluation process
- strategies to promote individual, team and organisational development
- building and sustaining a learning community
- the impact of change on organisation and individuals
- strategic financial planning, budgetary management and principles of best value
- personnel, governance, security and access issues relating to the diverse use of school facilities
- legal issues relating to managing a school, including equal opportunities, race relations, disability, human rights and employment legislation
- the use of a range of tools and evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance
- the wider curriculum, beyond school and the opportunities it provides for pupils and the school community
- models of school, home, community and business partnerships
- the work of other agencies and opportunities for collaboration
- strategies which encourage parents and carers to support their children's learning

Professional Qualities	Self-awareness Emotional self-awareness Accurate self-assessment Self-confidence	Social-awareness Empathy Organisational awareness Service orientation
	Self-management Emotional self control Transparency Adaptability Achievement orientation Initiative Optimism	Relationship management Developing others Inspirational leadership Change catalyst Influence Conflict management Team work and collaboration
Sources	¹ Revised National Standards for Headteachers (2004)	

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