

**To: Education and Children Policy Board**

**On: 9 March 2017**

---

**Report by: Director of Children's Services**

---

**Heading: Consultation on Draft Head Teacher and Training Standards (Scotland) Regulations**

---

## **1. Summary**

- 1.1. The Scottish Government has committed to making it mandatory that all new head teachers must hold the standard for headship by August 2019.
  - 1.2. Draft regulations have now been published and a consultation exercise launched to seek views on these requirements. Consultation responses have to be submitted to the Scottish Government by 20 March 2017.
  - 1.3. Following consultation with head teachers, the attached responses has been drafted for consideration by elected members (Appendix 1).
- 

## **2. Recommendations**

- 2.1. The education and children policy board is asked to approve the submission of Renfrewshire Council's response to the consultation on the draft head teachers education and training standards (Scotland) regulations as attached at Appendix 1.
- 

## **3. Background**

- 3.1. The Scottish Government has committed to making it mandatory that all new head teachers must hold the standard for headship by August 2019.
- 3.2. Draft regulations have now been published and a consultation exercise launched to seek views on the requirements. Consultation responses have to be submitted to the Scottish Government by 20 March 2017.
- 3.3. Following consultation with head teachers, the attached response has been drafted for consideration by elected members (Appendix 1).

- 3.4. The regulations have been put in place by the Scottish Government in order to support the strengthening of high quality leadership in schools.
  - 3.5. Renfrewshire's approach to leadership development seeks to ensure employees wishing to be considered for senior leadership positions have received appropriate, high quality professional learning. This includes our highly evaluated senior leaders programme as well as our current "Step Back" programme with Drummond International focusing on leadership capacity in a complex environment.
  - 3.6. Concern about recruitment and retention has been highlighted both locally and nationally for a number of years. A significant number of head teacher posts have to be advertised on more than one occasion. This can leave schools and communities in an uncertain position for lengthy periods of time.
  - 3.7. Standard Circular 16 provides the agreed framework for the appointment of posts in Renfrewshire. Once the agreed positions have been ratified by the Scottish Government our Standard Circular will have to be updated.
- 

## **Implications of this report**

1. **Financial Implications**  
None.
2. **HR and Organisational Development Implications**  
None.
3. **Community Plan/Council Plan Implications**  
None.
4. **Legal Implications**  
None.
5. **Property/Assets Implications**  
None.
6. **Information Technology Implications**  
None.
7. **Equality and Human Rights Implications**  
The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because for example it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
8. **Health and Safety Implications**  
None.
9. **Procurement Implications**  
None.

**10. Risk Implications**

None.

**11. Privacy Impact**

None.

---

**List of Background Papers**

None.

---

***Children's Services***

*GMcK/LG/SQ*

*14 February 2017*

**Author:** Gordon McKinlay, Head of Schools, 0141 618 7194  
[gordon.mckinlay@renfrewshire.gcsx.gov.uk](mailto:gordon.mckinlay@renfrewshire.gcsx.gov.uk)



**Annex B****RESPONDENT INFORMATION FORM**

**Please Note** this form **must** be completed and returned with your response.

Are you responding as an individual or an organisation?

☐ Individual

X Organisation

Full name or organisation's name

Renfrewshire Council

Phone number

0141 618 7194

Address

Renfrewshire House, Cotton Street, Paisley

Postcode

PA1 1TZ

Email

gordon.mckinlay@renfrewshire.gcsx.gov.uk

The Scottish Government would like your permission to publish your consultation response. Please indicate your publishing preference:

- ☒ Publish response with name
- ☐ Publish response only (anonymous) – Individuals only
- ☐ Do not publish response

We will share your response internally with other Scottish Government policy teams who may be addressing the issues you discuss. They may wish to contact you again in the future, but we require your permission to do so. Are you content for Scottish Government to contact you again in relation to this consultation exercise?

☒ Yes

☐ No

## Consultation Questions

There is no obligation to respond to all questions and you are free to submit further comments as you wish. The questions are to help guide respondents.

### Question 1

Do you agree with the scope and exemptions of the Regulations?

Renfrewshire Council agrees that high quality leadership at all levels within education is vital if we are to see ongoing sustained improvement of outcomes for our children and young people. Expectations on schools to deliver improvements in both equity and excellence are welcomed. The role of the head teacher in ensuring such improvement is key to success in this area.

The standard for headship as defined by the GTCS is the recognised and accepted level of leadership competence expected of all head teachers. Compliance with these standards is the responsibility of the employers. As a local education authority, we take our responsibility to prepare and promote our senior leaders seriously. This is done through recognised and agreed approaches to professional review and development along with professional update. Appropriate Masters level learning is in place within local authorities to ensure prospective head teachers are equipped to take on the role. In addition, opportunities for acting posts provide valuable learning in-situ. This can take many forms and last for variable amounts of time depending on local circumstances.

Professional learning is clearly key to ensuring prospective head teachers are equipped to take on the demanding role of the post. It is unclear, however, how a link is made which requires a professional qualification to be achieved as demonstrable evidence of achieving this standard for headship.

### Question 2

Do the exemptions allow for appropriate flexibility in relation to the staffing of schools?

One of the challenges facing applicants for head teacher posts is the volume of work required to complete the Into Headship qualification. These individuals typically hold very demanding DHT posts which do not provide scope for release to complete the qualification. It is important that any insistence on completion of the qualification takes account of the implications of workload on these individuals.

For example, flexibility in the recruitment of a new head teacher could be delayed in order to provide an individual candidate enough time to complete the qualification and thus be eligible to apply for the post. Unintended consequences such as this could lead to greater uncertainty for school communities rather than providing assurance of the best candidate being selected. The exemptions, as outlined, do not take account of issues such as this.

### Question 3

Is the 24 month maximum limit for the duration of temporary appointments to the role of Head Teacher (where a person does not have the Standard for Headship) an appropriate limit and does it allow education authorities and grant aided schools sufficient flexibility?

There are many reasons why temporary appointments are made. These range from secondments to succession planning. Whilst 24 months allows most normal circumstances to be resolved in a satisfactory manner, there are other more particular issues which cannot always be resolved within any fixed period of time.

Any restrictions placed on employers and school communities in relation to recruitment of temporary posts is unhelpful. For example, there are circumstances where it is not possible to recruit a head teacher despite numerous attempts to advertise and appoint. This limit could increase uncertainty for school communities and leave the employer open to unnecessary criticism.

### Question 4

Is the coming into force date of 1 August 2019 reasonable both for employers and aspirant Head Teachers?

At present, the number of senior staff undertaking the Into Headship qualification will not yield nearly enough numbers of eligible candidates for head teacher posts by 2019.

At a time where recruitment and retention of head teachers is extremely challenging, the imposition of an arbitrary deadline will only result in increasing numbers of head teacher posts remaining unfilled. There is a significant concern for employers and school communities alike.



## Question 5

Are there any other comments you would like to add regarding this consultation?

It is unclear how this requirement will improve educational outcomes for children and young people. Whilst supporting the principle of ensuring prospective new head teachers are prepared for the role, it is unclear how these regulations will help to support this aspiration. Indeed, as highlighted above, the unintended consequences of implementation could exacerbate an already challenging climate where the recruitment and retention of high quality head teachers can prove to be problematic.