

CAREER PATHWAYS FOR TEACHERS

Report from the SNCT Headship and Beyond Working Group

1. Introduction

1.1 The Extended Joint Chairs of the Scottish Negotiating Committee for Teachers (SNCT) agreed that an independent panel should be established to consider the design and development of teacher career pathway models and report its recommendations to the SNCT.

1.2 Scottish Government, on behalf of the SNCT, established the Independent Panel in June 2018. The Independent Panel on Career Pathways for Teachers, chaired by Moyra Boland, Deputy Head of the School of Education at the University of Glasgow, comprised all key stakeholders with a vested interest in Scottish Education.

1.3 The final report from the Independent Panel was presented to the SNCT by Moyra Boland at the SNCT on 30 May 2019. This final report of the Panel set out 10 recommendations aimed at developing and supporting new flexible and exciting career pathways for teachers and headteachers. The key findings of the report were summarised and a question and answer session followed.

1.4 In August 2019, the Joint Chairs of the SNCT wrote to Moyra Boland thanking her for chairing the Independent Panel on Career Pathways for Teachers and for the Panel's work on the career pathways. In that letter, the Joint Chairs outlined and summarised the position of the SNCT on the final report.

1.4.1 The SNCT is satisfied that the recommendations, if implemented, will ensure that all teachers will have the opportunity to widen their experience both in and outside of the classroom and will further support teachers throughout their professional career.

1.4.2 The SNCT has considered the report and accepts the report's principles.

1.4.3 The SNCT will specifically focus on the recommendations relating to Lead Teacher and Career Progression, Headship and Beyond, and the National Model for Sabbaticals.

1.4.4 The SNCT notes the implementation date of August 2021 and will work to achieve this.

1.4.5 The SNCT will develop a work plan and establish three working groups to take forward the work relating to Lead Teacher and Career Progression, Headship and Beyond and the National Model for Sabbaticals.

2. Membership of the Group and Remit

2.1 In September 2019, the SNCT noted the Career Pathways Workplan and outline remits of the 3 SNCT Career Pathways Working Groups. The Headship and Beyond Working Group first met in December 2019, to consider the following recommendation in the report from the Independent Career Pathways for Teachers.

Recommendation 3: New and developing career pathways for Headteachers within and beyond Headship should be recognised including new opportunities in system leadership.

2.2 The Group met on 4 occasions. Membership of the Working Group is shown in Appendix 1. Two of the meetings were face to face meetings and two of the meetings were held via video conference. Owing to the COVID-19 pandemic and the priorities given to the management of the crisis, two scheduled meetings were cancelled.

2.3 At its first meeting, the Group agreed the following remit.

- To consider recommendation 3 of the Career Pathways report and to report back to the SNCT by August 2021.
- To consider remuneration of multi-headship posts.
- To engage with the teaching profession through a variety of mechanisms, such as focus groups.

(The SNCT is asked to note that, owing to the COVID-19 pandemic, no focus group discussions took place.)

2.4 Throughout the course of its work, the Group agreed that the following items would not be considered.

2.4.1 Executive Heads. The Group agreed that the post of Executive Head would not be discussed by this Working Group as part of its remit because reference to Executive Heads was removed from the final Career Pathways report.

2.4.2 Job-Sizing. The Group noted that the review of job-sizing would be undertaken separately as part of the extant SNCT pay agreement.

2.4.3 Whole through school Headships (Primary through to Secondary). The Group considered this went beyond the remit of the Working Group.

3. Key Principles for Career Pathways for Headteachers

3.1 The Group agreed to set out its explicit intention to undertake all discussions on secondments in ways which would support the recommendations contained in the 2018 report 'Teaching in a Diverse Scotland: Increasing and Retaining Minority Ethnic Teachers in Scotland's Schools'.

3.2 The Group further agreed that the creation of these new career opportunities must be based on the following commitments.

3.2.1 The Group would work to ensure greater equality of opportunity and transparency in the processes than currently exists.

3.2.2 The Group would work to ensure greater diversity at all levels.

3.3 The Group also agreed that the principles of equity and equality of opportunity would be at the forefront of the minds of Group members as the work progressed.

4. Definitions

4.1 At an early stage, the Group agreed that some of the definitions provided by Independent Panel on Career Pathways for Teachers required to be amended by the SNCT.

4.2 The Group agreed that the use of term **Shared Head** should be discontinued and replaced by the term **Job-Shared Head**. This term would be used to define a post where the responsibility of Headteacher is shared between two people. This term is used throughout the remainder of this report.

SNCT Recommendation 1.

The Group recommends that the SNCT uses the term **Job-Shared Head** to define a post where the responsibility of Headteacher is shared between two people.

4.3 The Group agreed to use the term **Multi-Establishment Head** to define a post where the Headteacher has responsibility for, and leadership of, two or more establishments. This term is used throughout the remainder of this report.

SNCT Recommendation 2.

The Group recommends that the SNCT uses the term **Multi-Establishment Head** to define a post where the Headteacher has responsibility for, and leadership of, two or more establishments.

5. Methodology

5.1 COSLA and Scottish Government representatives agreed to undertake work to identify and quantify the number of job-share headteachers there are currently working in Scottish schools.

5.2 COSLA agreed to provide examples, where possible, of case studies where the job-share headteachers had been employed and to provide comment on any issues identified as a result.

5.3 All members of the Group agreed to provide examples of possible career development opportunities for headteachers currently in post.

5.4 In considering the remuneration packages available to holders of multi-establishment headteacher posts, members were asked to outline the safeguards, constraints and support mechanisms that should be in place.

5.5 The Group aimed to ensure that any work undertaken on the issue of secondments by this Working Group would be consistent with the work being undertaken by the National Model on Sabbaticals Working Group.

6. Key findings

6.1 A statistical summary prepared by Scottish Government drawn from Teacher Census data is appended to this report (Appendix 2).

6.2 The average age of headteachers has decreased over the last decade. However, this trend is also seen in the overall teaching population and is therefore not unique to head teachers. (Graphs)

6.3 The proportion of teachers in promoted posts fell nearly every year between 2012 and 2020. (Table 1)

6.4 The number and proportion of teachers in promoted posts in the primary sector has fallen slightly over recent years. The biggest decrease can be seen in headteachers. They represented 8.2% of primary teachers in 2012 but in 2020 this had fallen to 6.5%. (Table 2)

6.5 Promoted posts in secondary schools make up a higher proportion of the workforce than in primary. However, they have also seen a similar decline in promoted posts over the last decade. (Table 3).

6.6 Job-Shared Head. The Teacher Census data indicated there is likely to be a small proportion of headteachers who are sharing a role. However, feedback from Councils indicate possible inconsistencies in returns in this area. Accordingly, the Group is unable to provide an accurate picture of number of job-share headships currently in post.

6.7 Multi-Establishment Headship arrangements. These are headteachers who were recorded as working in more than one school at the time of the Teacher Census.

6.7.1 There has been an increase in the number of headteachers who are working across multiple establishments in the last decade. (Table 4)

6.7.2 The biggest increase over the last decade can be seen in remote rural schools. (Table 5)

6.7.3 In 2019, multi-establishment schools accounted for 20% of all primary schools, 3% of all secondary and 13% of all special schools. Headteachers may

be split across sectors, for example there were 9 multi-establishment headteachers in special schools in 2019 which are split across 15 schools. Some are split between two special schools and some cover a special school and a primary or secondary school. (Table 6)

7. SNCT Code of Practice on Secondments

7.1 Subject to the approval of the following principles for secondments by the full SNCT, the Group recommends that the SNCT Joint Secretaries prepare a new Appendix to the SNCT Handbook for approval by the SNCT. This new Appendix will outline a Code of Practice on secondments. The aim of this Code of Practice is to establish good practice on the use of secondments and the purpose is to enhance the principles of secondments outlined in this report.

SNCT Recommendation 3.

The Group recommends that the SNCT Joint Secretaries prepare a new Appendix to the SNCT Handbook for approval by the SNCT. This new Appendix will outline a Code of Practice on Secondments.

7.2 The ideas for a secondment should not be too prescriptive but should offer career pathways for the secondee and the individual filling the substantive post or posts. The forms of any secondment may include:

- Considering strategic direction
- Supporting, coaching, or mentoring others
- Developing an area or specialism
- Building understanding in a local, regional or national role

7.3 Following discussion, the Group discussed the following as potential sources of opportunities for secondment. The following list is not exhaustive and is provided for illustrative purposes.

- Education Scotland
- Scottish Government
- GTCS
- RICs/other Councils
- TEI/Universities
- Internal secondments to central roles and to RIC roles
- Possibly charities involved in education
- FE Colleges
- Businesses
- Third sector
- Professional Associations/Trade Unions
- Other public bodies e.g. Police Scotland

7.4 Consideration should be given regarding what any secondment would seek to achieve in terms of life-long learning. Questions to be considered as part of the business case, for example, include:

- What will the experience bring to the school when the secondee returns?
- Will there be opportunities for other individuals to try out the substantive post on an “acting up” basis?

7.5 Duration of a secondment.

7.5.1 The duration of any secondment will be dependent on the purpose of the secondment. However, in all cases, secondments should be for a maximum of 23 months.

7.5.2 At the end of any secondment, it is envisaged that the secondee will return to her/his original post within the organisation.

7.6 Mechanisms to be utilised for all secondments.

7.6.1 The key mechanism should be equality of opportunity as the overarching principle.

7.6.2 There must be fairness in the recruitment processes. In addition, there should be “visibility of opportunities” to ensure the necessary transparency. However, there also needs to be a balance between the needs of Councils in terms of succession planning with equality of opportunity across Scotland.

7.6.3 It is recognised that there is not one single employer for all Scotland’s headteachers. Nevertheless, all secondment opportunities should be advertised and the myjobscotland web portal should be utilised where possible. Branching questions on myjobscotland enables posts to be targeted to individual Councils or the RICs.

8. Job-Shared Heads

8.1 The Group agreed that the post of Job-Shared Head should be encouraged and developed across Scotland both as a positive career pathway and as an aid to recruitment and retention.

8.2 The Group was reminded that the letter from the Joint Secretaries JS/19/75 (Appendix 3) advised that employers must give serious consideration to all applications for Flexible Working including from those occupying promoted posts.

SNCT Recommendation 4.

The Group recommends that the SNCT Joint Secretaries revisit letter of advice JS/19/75 with a view to revising its contents to encourage and promote job-sharing for headteachers.

9. Multi-Establishment Heads: Discussion of the key issues

9.1 The issue of whether multi-establishment headship posts should or should not exist was not in the remit of this Working Group. The *de facto* position is that, throughout Scotland, multi-establishment headship roles do exist and are especially common in rural areas. (See Appendix 2 Tables 4 to 6). However, the Group was divided on the key issues surrounding the development of multi-establishment headship posts. The Scottish Government intimated that it did not wish to prevent multi-establishment headship posts. However, there had to be an examination of the principles underpinning these posts.

9.2 Key issues surrounding multi-establishment headships. (possible positives)

9.2.1 Many viewed multi-establishment headships (i.e. more than one establishment) as a potentially attractive option for some headteachers and accordingly the post should be recognised and actively promoted.

9.2.2 The main reasons for the increase in multi-establishment headship posts likely relate to issues of recruitment and retention of headteachers and falling school roles in the primary sector.

9.2.3 Multi-establishment headship posts are about the creation of attractive posts with a higher job-sized salary for the eventual postholder. They may also potentially offer a greater choice in terms of staff and budget management for an appropriately supported multi-establishment head.

9.3 Key issues surrounding multi-establishment headships. (possible negatives)

9.3.1 Some on the Group were less enthusiastic as many multi-establishment headship posts had been introduced for reasons of expediency and/or financial constraints within Councils.

9.3.2 A key concern was the issue of workload, not only of the multi-establishment head but also of the other staff members in the establishments.

9.3.3 The role of the Principal Teacher in primaries needs to be articulated more clearly. In some schools and Councils, PTs in primary are being asked to deputise for the multi-establishment head on the days that the head is absent. Therefore, some PTs in primaries are not being remunerated for acting as the *de facto* depute head.

10. SNCT Code of Practice for Multi-Establishment Headship posts

10.1 The Group determined that the duties of a multi-establishment head would be the same as the duties of a headteacher as outlined in Part 2 Section 2 – Main Duties Paragraph 2.12 of the SNCT Handbook. However, these duties would be spread over more than one establishment. Therefore, while the Group agreed that there should be no changes to Part 2 Section 2 – Main Duties of the SNCT Handbook, the Group recommends that the SNCT Joint Secretaries prepare a new Appendix to the SNCT

Handbook for approval by the SNCT. This new Appendix will outline a Code of Practice for Multi-Establishment Headship posts. The aim of this Code of Practice is to establish good practice on the use of Multi-Establishment Headship posts and the purpose is to enhance the principles outlined below in this report.

SNCT Recommendation 5.

The Group recommends that the SNCT Joint Secretaries prepare a new Appendix to the SNCT Handbook for approval by the SNCT. This new Appendix will outline a Code of Practice for Multi-Establishment Headship posts.

10.2 When advertising multi-establishment headship posts, Councils should ensure that the issues of consultation, support, workload and rationale for the post have been addressed.

10.3 All multi-establishment headship postholders should be non-class committed.

10.4 The move to multi-establishment headship posts should not be driven by budgetary considerations.

10.5 The optimum size of school/establishments should be quantified to ensure that multi-establishment headship establishments are not too large (in terms of pupil and staff numbers).

10.6 Multi-establishment headship postholders should be given more support by Councils who should support this positively as a career pathway.

10.7 Councils need to guard against putting people into roles for which they have insufficient experience.

11. Conclusion

11.1 This is the report from the SNCT Headship and Beyond Working Group. The report summarises the work of the Group and explores key issues.

11.2 The report contains 5 recommendations for the full SNCT. The SNCT is invited to consider the report and provide a response to each of the 5 recommendations.

Career Pathways Headship and Beyond Membership

Des Morris	Teachers' Panel (Co-Chair)
Andy Drought	Deputy Director, Scottish Government (Co-Chair)
Shirley Anderson	Scottish Government
David Roy	Scottish Government
Alison Allan	Education Scotland
Simon Cameron (from September 2020)	COSLA
Kristine Johnston	COSLA
Linda McAlister (until October 2020)	COSLA
Debbie Walls (until August 2020)	COSLA
Susan Quinn	EIS
David Smith	EIS
Alison Thornton	EIS
Sharon McLellan	AHDS
Graham Hutton	SLS
Seamus Searson	SSTA

Support /Secretariat

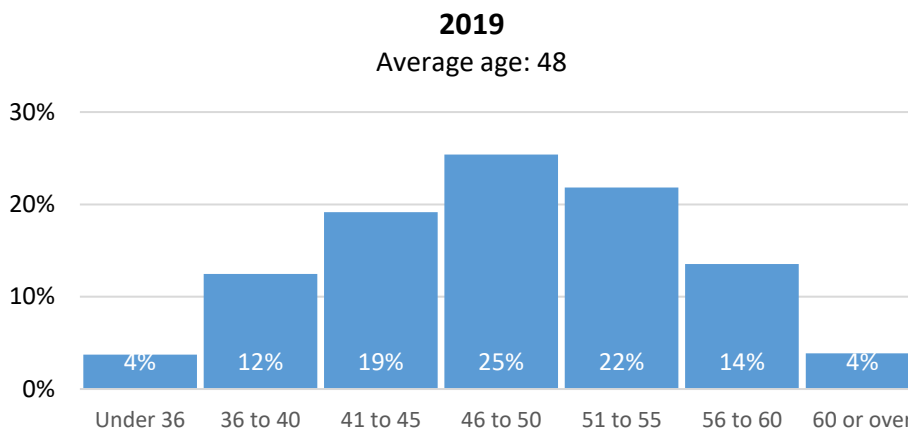
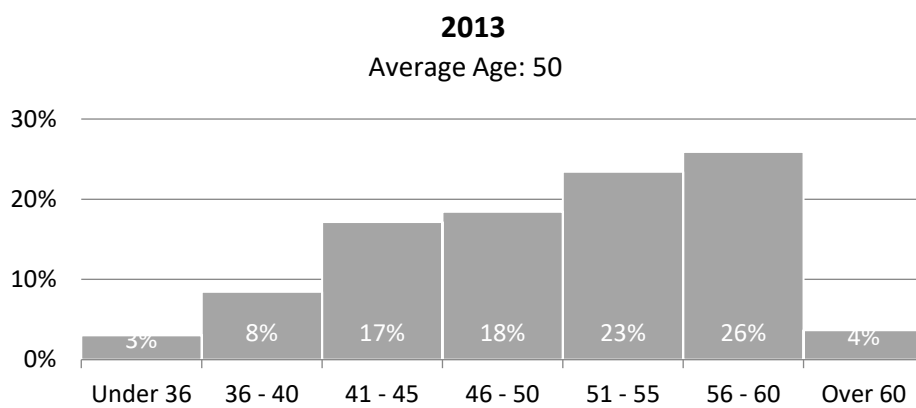
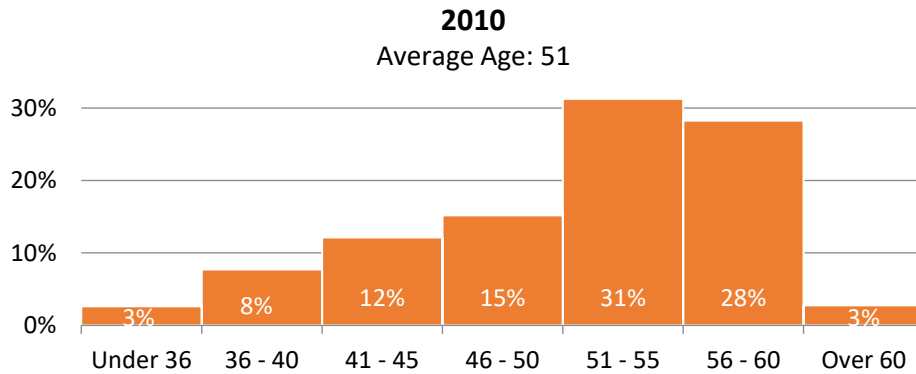
Dave McGinty	Teachers' Panel Secretariat
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In attendance

Stephanie Walsh	Joint Secretary, Scottish Government
Angela Felvus	Scottish Government Secretariat
Louise Wilson	Joint Secretary Teachers' Panel

Headship and Beyond Working Group - Teacher Census data

Age of head teachers



The average age of headteachers' has decreased over the last decade. However, this trend is also seen in the overall teaching population and is therefore not unique to head teachers.

Promoted Posts

Table 1 Teachers in Promoted Posts
Full Time Equivalents (FTE)

	2012	2013	2014	2015	2016	2017	2018	2019	2020
Promoted Posts	12,703	12,543	12,252	12,016	11,854	12,062	12,125	12,132	12,097
Total Teachers	48,691	48,620	48,335	48,395	48,746	49,463	50,099	50,477	51,663
<i>% in Promoted Posts</i>	26.1%	25.8%	25.3%	24.8%	24.3%	24.4%	24.2%	24.0%	23.4%

The proportion of teachers in promoted posts fell nearly every year between 2012 and 2020.

Table 2 Primary Teachers in Promoted Posts
Full Time Equivalents (FTE)

	2012	2013	2014	2015	2016	2017	2018	2019	2020
Headteacher	1,867	1,833	1,770	1,741	1,701	1,695	1,679	1,670	1,673
Depute Head teacher	1,224	1,235	1,243	1,229	1,291	1,327	1,352	1,402	1,426
Principal Teacher	1,677	1,646	1,678	1,615	1,654	1,766	1,886	1,860	1,836
Total Promoted	4,768	4,714	4,691	4,586	4,646	4,787	4,917	4,932	4,936
Total Teachers	22,685	22,905	22,960	23,425	23,920	24,477	24,899	25,027	25,651
<i>% Head teacher</i>	8.2%	8.0%	7.7%	7.4%	7.1%	6.9%	6.7%	6.7%	6.5%
<i>% Depute Head teacher</i>	5.4%	5.4%	5.4%	5.2%	5.4%	5.4%	5.4%	5.6%	5.6%
<i>% Principal Teacher</i>	7.4%	7.2%	7.3%	6.9%	6.9%	7.2%	7.6%	7.4%	7.2%
% Promoted	21.0%	20.6%	20.4%	19.6%	19.4%	19.6%	19.7%	19.7%	19.2%

The number and proportion of teachers in promoted posts in the primary sector has fallen slightly over recent years. The biggest decrease can be seen in head teachers. They represented 8.2% of primary teachers in 2012 but in 2020 this had fallen to 6.5%. The proportion of depute head teachers and principal teachers have remained fairly constant over the last decade.

**Table 3 Secondary Teachers in Promoted Posts
Full Time Equivalent (FTE)**

	2012	2013	2014	2015	2016	2017	2018	2019	2020
Headteacher	356	354	350	351	336	334	340	343	335
Depute Headteacher	1,164	1,153	1,126	1,118	1,093	1,108	1,116	1,122	1,119
Principal Teacher	5,933	5,857	5,626	5,511	5,329	5,392	5,315	5,291	5,276
Total Promoted	7,452	7,364	7,102	6,981	6,758	6,835	6,771	6,756	6,730
Total Teachers	23,980	23,695	23,401	23,059	22,957	23,150	23,317	23,522	24,077
% Headteacher	1.5%	1.5%	1.5%	1.5%	1.5%	1.4%	1.5%	1.5%	1.4%
% Depute Headteacher	4.9%	4.9%	4.8%	4.8%	4.8%	4.8%	4.8%	4.8%	4.6%
% Principal Teacher	24.7%	24.7%	24.0%	23.9%	23.2%	23.3%	22.8%	22.5%	21.9%
% Promoted	31.1%	31.1%	30.3%	30.3%	29.4%	29.5%	29.0%	28.7%	28.0%

Promoted posts in secondary schools make up a higher proportion of the workforce than in primary. However, they have also seen a similar decline in promoted posts over the last decade. Unlike in primary, principal teacher posts represent the biggest share of that decline, while head teacher and depute head teacher have remained stable.

Multi-establishment headship arrangements

These are head teachers who were recorded as working in more than one school at the time of the census.

**Table 4 Headteachers by number of schools they work in¹²
Headcount**

	2012	2013	2014	2015	2016	2017	2018	2019	Change since 2012
Working in one school	2,229	2,186	2,081	2,061	2,028	1,989	1,991	1,987	-242
Working in more than one school	130	142	175	177	176	194	202	199	69

¹ The only includes headteachers working within a school therefore it does not include centrally employed headteachers

² Schools which have a primary and secondary component have been recorded as one school

There has been an increase in the number of head teachers who are working across multiple establishments in the last decade.

Table 5 Schools which have a multi-establishment head teacher by Urban Rural classification
Schools

	2012	2013	2014	2015	2016	2017	2018	2019	Change since 2012
Urban	25	29	44	43	42	48	52	56	31
Accessible Rural	101	113	138	151	142	157	163	157	56
Remote Rural	138	154	182	177	192	212	216	217	79

The biggest increase over the last decade can be seen in remote rural schools.

Table 6 Schools which have a multi-establishment head teacher by sector³
Schools

	2012	2013	2014	2015	2016	2017	2018	2019	Change since 2012
Primary	254	289	346	352	363	390	400	403	149
Secondary	4	4	7	5	6	15	12	12	8
Special ⁴	6	3	11	14	7	12	19	15	9

In 2019 multi-establishment schools accounted for 20% of all primary schools, 3% of all secondary and 13% of all special schools. Head teachers may be split across sectors, for example there are 9 multi-establishment head teachers in special schools in 2019 which are split across 15 schools. Some are split between two special schools and some cover a special school and a primary or secondary school.

Job shared headship

This is where two or more head teachers would share the role of head teacher in one school.

The data indicated there is likely to be a small proportion of headteachers who are sharing a role. However, feedback from LAs indicate possible inconsistencies in returns in this area. Accordingly, the Group is unable to provide an accurate picture of number of job-share headships currently in post.

Note on quality of data

The grade of a teacher is not quality assured during the census process. Our analysis of the job shared headship data indicated that the recording of a teacher grade in the census may not be accurate for every teacher, we are working LAs to investigate this further.

³ Schools which have a primary and secondary component have been recorded as primary schools.

⁴ These include grant aided special schools.

Appendix 3

26 September 2019

JS/19/75

Parental Leave and Flexible Working Applications

Dear Colleague

The Joint Secretaries have been asked to issue advice on Parental Leave and Flexible Working Applications.

Following the introduction of the Employment Rights Act 1996 to allow all employees the right to apply for a better work/life balance, employers must give serious consideration to all applications for Flexible Working including from those occupying promoted posts.

No employee should automatically be turned down because they hold a leadership or guidance position. Due consideration should be given to alternative ways of working with the balance of the decision on trying to accommodate the employee wherever possible.

This will ensure that valuable and experienced employees are retained in education whilst acknowledging they may have other commitments and/or circumstances outside of their employment which do not allow them to work on a full-time basis.

If you require further clarification, please do not hesitate to contact us.

Yours sincerely

Tom Young (Employers' Side)
Louise Wilson (Teachers' Panel)
Stephanie Walsh (Scottish Government)

Joint Secretaries

CAREER PATHWAYS FOR TEACHERS

SNCT Headship and Beyond Working Group

Summary of recommendations

SNCT Recommendation 1.

The Group recommends that the SNCT uses the term **Job-Shared Head** to define a post where the responsibility of Headteacher is shared between two people.

SNCT Recommendation 2.

The Group recommends that the SNCT uses the term **Multi-Establishment Head** to define a post where the Headteacher has responsibility for, and leadership of, two or more establishments.

SNCT Recommendation 3.

The Group recommends that the SNCT Joint Secretaries prepare a new Appendix to the SNCT Handbook for approval by the SNCT. This new Appendix will outline a Code of Practice on Secondments.

SNCT Recommendation 4.

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SNCT Recommendation 5.

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