

FOI request 202300338815: In accordance with the Freedom of Information (Scotland) Act 2002, I would be grateful if you could provide the following information: a) the dates on which the Headteacher Recruitment and Retention Working Group has met and b) the minutes of its meetings on each of those occasions.

**HEADTEACHER RECRUITMENT AND RETENTION WORKING GROUP
MINUTE OF MEETING
0930-1100, 28 JANUARY 2022
MS TEAMS**

Attendees

- Laurence Findlay, Association of Directors of Education Scotland (Chair)
- Archie Glen, Voice/Community
- Barbara Coupar, Scottish Catholic Education Service
- Fearghal Kelly, Scottish Government
- Greg Dempster, Association of Heads and Deputes Scotland
- Jim Thewliss, School Leaders Scotland
- Lesley Whelan, Education Scotland
- Lorna McDonald, Scottish Government (for item 6 only)
- Lorraine McBride, Educational Institute of Scotland
- Nik James, NASUWT
- Seamus Searson, Scottish Secondary Teachers' Association
- Simon Cameron, COSLA
- Victoria Smith, General Teaching Council for Scotland

Apologies

- Dougie Atkinson, Voice/Community

1. Welcome & Introductions

Laurence welcomed colleagues to the meeting and thanked them for giving their time to join this reformed working group. He stressed the importance of this topic given the current challenges some Local Authorities are facing in terms of recruiting and retaining headteachers.

2. Background and purpose of the group

Laurence drew attention to the SBTE paper included as background and briefly outlined the purpose of reforming this working group.

3. Remit & Membership

The group discussed the draft remit and membership paper. In terms of membership, group members agreed that it would be helpful to expand the

group to include representation from a practicing secondary headteacher, Universities and an additional Scottish Government officer. The group is keen to also set up reference groups to sense check actions with. It is proposed that three reference groups are set up for Principal Teachers, Depute Headteachers and Headteachers.

Action 1.1: Group members to submit suggested names for a secondary headteacher representative to join the group and possible members of the reference groups to FK by 18 February.

Action 1.2: LW to seek a possible representative from Universities to join the group.

Action 1.3: FK to seek an SG colleague to join the group to make links across related work such as the review of job sizing.

In terms of the draft remit, group members stressed the following points:

- The importance of referring to system resilience and making links to the Covid-19 recovery plan.
- The role of system supports for headteacher wellbeing and making links so the education workforce support package.
- The need to be clear on the incentives and disincentives of being a school leader and providing advice on these to SBTE and SEC in terms of what needs to be addressed.
- The potential for the group to track the real world implementation of Into Headship.

Action 1.4: FK to review the draft remit in light of the points made by group members.

4. Action Plan

Laurence introduced the draft action plan included in the remit. He stressed that this was prepared as a starter for ten and is likely to be quite dated given the length of time which has passed since drafting. The action plan will also need to be revised as a result of the discussion at item 3.

Group members provided the following feedback on the draft action plan:

- An action plan approach would be helpful to ensure that the group makes progress where it can.
- It would be helpful to add the development of a group position statement as a specific action.
- The current layout of three headings and numbers implies prioritisation – this is worth reviewing.
- Some of the actions are interconnected and require to be completed in a particular sequence. It would be worth considering how best to represent this, i.e. through a matrix approach.

- Once finalised, it would be helpful to sense check this plan against the reference groups discussed at item 3 and with SBTE.

Action 1.5: FK to review the action plan based on the feedback received and circulate to group members as soon as possible.

Action 1.6: Group members to provide feedback on the revised action plan to FK by 11 March. Group members are asked to consider which actions they could lead on when providing feedback.

5. Into Headship

Laurence introduced the background to this paper by sharing his own experiences of headship preparation qualifications and his involvement in the recent reaccreditation of Into Headship. He then invited Fearghal and Lesley to provide an overview before opening up the discussion with group members.

The following points were raised by the group in relation to the Into Headship paper:

- There is a primary/secondary divide in terms of demand for the Into Headship programme. A higher proportion of secondary teachers are coming forward to participate than primary, whereas more primary participants are required due to the relative number of headteacher posts.
- There is a rural dimension to this issue as recruitment to rural headteacher posts is more of a challenge.
- Headteacher preparation is a system-wide responsibility. Into Headship is not outwith the system, it's of the system and should be seen as a strength. What level of support is available pre and post Into Headship as well as during the programme?
- There is a need for a clarity of language around the Into Headship programme and the Standard for Headship. For example, we need to ensure that when headteacher posts are being advertised they are advertised as SfH being required, not Into Headship being the requirement.
- In terms of equalities, EQIAs have been completed for the Into Headship programme and the SfH regulations, however it would be helpful to better understand these issues through research. A local consideration of equalities issues might be beneficial.
- There is a need to review the programme from both a system and individual perspective.
- Education Scotland are in the process of commissioning research to review the Into Headship programme and re-establishing a Strategic Oversight Group.
- There is an issue relating to the number of acting headteachers who are currently undertaking the programme, particularly in primary.
- There is a need to explore the policy position relating to Into Headship as the sole route to SfH for teachers in Scotland and how this relates to

the equivalency process for headteachers coming from outwith Scotland.

- There is a need to consider the role of the headteacher and how this relates to SfH. The role is becoming more complex – should we be expecting so much of headteachers?
- The group could develop a recommendation for headteacher development for SBTE.
- GD asked for more information regarding the reference in the paper to SNCT.

Action 1.7: FK to seek more information relating to pay conservation from the SNCT handbook.

Action 1.8: FK to review the draft action plan in light of the discussion around Into Headship.

6. Data pack

Laurence provided the background to, and an overview of, the data pack paper which had been shared as a draft with group members. The group was asked to comment on the usefulness of the data included and the timing of when it should be shared with Local Authorities and other stakeholders.

The following points were raised:

- Whilst Local Authorities should already have much of this information for their own workforce, it is still useful to have the data summarised in this way to help identify barriers at a national level.
- It would be helpful if all data sets included a primary/secondary sectoral split.
- It would be helpful to include the numbers of participants on the Into Headship programme who are currently in acting headteacher posts.
- GD suggested that in the second table it would be helpful to add a third column to show the expected numbers completing the Into Headship programme in coming years, based on current cohorts. He also asked if the numbers in paragraph 14 accounted for headteachers moving age band. GD also offered to have a further additional discussion around the data paper if helpful.
- There were questions raised around the narrative associated with the ethnic diversity data. It depends how you read the data. The real issue here is the lack of ethnic minority teachers rather than specifically the number progressing into leadership roles.
- It was asked if more data could be added around attrition rates from the Into Headship programme and how many years post-Into Headship headteachers were leaving.

Action 1.9: SG to review the data paper in light of the feedback received then put it out to Local Authorities and other stakeholders as soon as possible. When putting it out SG to seek feedback on the usefulness of the data.

7. AOB

None

8. Future Meetings

Meetings to be quarterly, however it was agreed that the second meeting should be sooner and ideally before the next meeting of SBTE. It was agreed that Friday mornings are suitable for group members.

Action 1.10: FK to find out when the next meeting of SBTE is planned for.

Action 1.11: FK to circulate a doodle poll to seek a date for the next meeting of the group.

Action log

Action 1.1: Group members to submit suggested names for a secondary headteacher representative to join the group and possible members of the reference groups to FK by 18 February.

Action 1.2: LW to seek a possible representative from Universities to join the group.

Action 1.3: FK to seek an SG colleague to join the group to make links across related work such as the review of job sizing.

Action 1.4: FK to review the draft remit in light of the points made by group members.

Action 1.5: FK to review the action plan based on the feedback received and circulate to group members as soon as possible.

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Action 1.9: SG to review the data paper in light of the feedback received then put it out to Local Authorities and other stakeholders as soon as possible. When putting it out SG to seek feedback on the usefulness of the data.

Action 1.10: FK to find out when the next meeting of SBTE is planned for.

Action 1.11: FK to circulate a doodle poll to seek a date for the next meeting of the group.

HEADTEACHER RECRUITMENT AND RETENTION WORKING GROUP
MINUTE OF MEETING
0930-1100, 25 MARCH 2022
MS TEAMS

Attendees

- Laurence Findlay, Association of Directors of Education Scotland (Chair)
- Fearghal Kelly, Scottish Government
- Greg Dempster, Association of Heads and Deputies Scotland
- Lesley Whelan, Education Scotland
- Seamus Searson, Scottish Secondary Teachers' Association
- Victoria Smith, General Teaching Council for Scotland

Apologies

- Barbara Coupar, Scottish Catholic Education Service
- Nik James, NASUWT
- Lorraine McBride, Educational Institute of Scotland
- Jim Thewliss, School Leaders Scotland
- Angela Felvus, Scottish Government
- Simon Cameron, CoSLA

1. Welcome & Introductions

Laurence welcomed members to the meeting. He acknowledged that there had been a number of last minute apologies. It was agreed to proceed with the meeting to maintain progress but that another meeting would be organised for May which would prioritise the availability of headteacher members.

2. Minutes of Previous Meeting (28/01/22)

The minutes of the previous meeting were agreed with the suggested changes accepted. The actions have been overtaken. It was agreed to set up a webpage to publish the minutes of meetings.

Action 2.1: FK to finalise minutes and explore setting up a webpage for the group.

3. Membership, Remit & Reference Groups

The suggested modifications to the remit were accepted, including the change of the group name to include the reference to retention.

It was agreed to accept the suggested additional headteacher representatives to the group. It was suggested that headteacher representatives are welcome to attend all meetings, but may choose to alternate attendance to assist with other pressures. It was agreed that a programme of meetings would assist headteacher representatives to attend.

Lesley confirmed that she has approached SCDE for representation. Fearghal confirmed that COSLA had suggested adding a representative from SPDS to the group.

Action 2.2: FK to reach out to suggested headteacher representatives to confirm membership.

Action 2.3: FK to plan out a programme of meetings for the calendar year.

It was agreed to reduce the reference groups to two – one for PTs & DHTs and one for HTs. Sessions with the reference groups will be arranged for after the Easter holidays. Laurence will chair these and other group members are invited to attend if available. It was suggested that two times are offered to each group to aid availability.

Action 2.4: FK to liaise with LF on the reference group dates.

4. Action Plan

The changes suggested to the action plan were agreed with particular thanks to Barbara for all of the contributions made to this. The group discussed the importance of achieving the first action as it relates to the wider work of the group. It was agreed to work towards achieving a draft by June with a further meeting of the working group in May to progress this. The group discussed some of the issues which this might cover including links to career pathways and the education workforce support package.

Action 2.5: FK to arrange a meeting of the working group for May.

5. Data Pack Update

Fearghal provided an update on the data pack. This has been revised following the last meeting and has been shared with ADES for comment. Some additional changes were suggested.

Action 2.6: FK to update data pack based on suggestions made.

6. Into Headship Update

Lesley provided an update following the discussion on Into Headship at the previous meeting. ES are in the process of re-establishing the Into Headship Oversight Group with a meeting to take place at the end of April or early May. This group will include stakeholder organisations and the voices of headteachers, including past and present participants of the programme. ADES will chair this group.

ES have also now confirmed that Prof Alma Harris has begun work on an evaluation of the Into Headship programme. Aiming for this to be completed by September 2022, however this is dependent on her ability to engage with the profession. Greg offered to support this by sending Alma the relevant information on Into Headship from the recent AHDS workload survey.

Action: 2.7: LW to share contact details for Alma with GD.

Lesley also confirmed that ES have agreed with University partners that In Headship will have increased flexibility in terms of entrance requirements as a result of a suggestion from AHDS. Participants in their first four years of headship will now be able to join the programme.

7. AHDS Workload Survey

Greg provided an overview of the most recent AHDS workload survey. This is the seventh year of the survey and it provides a lot of information over time which is of interest to this group. He drew attention to the strong recurrent themes around the challenges of workload arising through the survey and made the link to the impact this has on people's decisions whether or not to stay in, or pursue, headship. He also highlighted the responses relating to Into Headship which suggests that whilst participants still find it valuable, they are finding it increasingly difficult to manage alongside the demands of their role. He suggested that those undertaking Into Headship should be given release time to support their engagement with the programme, particularly if they are already in an acting HT role.

Laurence thanked Greg for sharing this report and agreed that these findings are very relevant to this working group. He also asked if it would be possible to share these findings as part of the reference group meetings. Greg agreed that this would be a good idea.

Seamus stated that whilst this survey is of those working in primary, these results are reflective of the workforce as a whole and would be the same from those working in secondary.

Lesley made the link across to the school empowerment agenda which is being reinvigorated currently. Laurence suggested could also be explored through the reference groups.

Lesley also highlighted a potential link to the Excellence in Headship Stretch programme and suggested that this work could be a focus in future cohorts.

8. Implications of the Prof Muir report

Laurence suggested that he would like to have a discussion on this agenda item but that it would be better to wait until a future meeting when more members are in attendance.

Action: 2.8: FK to add this to the agenda of future meetings.

9. AOB

None

10. Future Meetings

The next meeting of the group will be in May. FK to prioritise the availability of headteacher members.

FK to schedule meetings for the remainder of the year.

Action log

Action 2.1: FK to finalise minutes and explore setting up a webpage for the group.

Action 2.2: FK to reach out to suggested headteacher representatives to confirm membership.

Action 2.3: FK to plan out a programme of meetings for the calendar year.

Action 2.4: FK to liaise with LF on the reference group dates.

Action 2.5: FK to arrange a meeting of the working group for May.

Action 2.6: FK to update data pack based on suggestions made.

Action: 2.7: LW to share contact details for Alma with GD.

Action: 2.8: FK to add this to the agenda of future meet

**HEADTEACHER RECRUITMENT AND RETENTION WORKING GROUP
MINUTE OF MEETING
0930-1100, 16 May 2022
MS TEAMS**

Attendees

- Laurence Findlay, Association of Directors of Education Scotland (Chair)
- Fearghal Kelly, Scottish Government
- Aleksandra Jonca, Scottish Government
- Jim Thewliss, School Leaders Scotland
- Greg Dempster, Association of Heads and Deputies Scotland
- Lesley Whelan, Education Scotland
- Seamus Searson, Scottish Secondary Teachers' Association
- Barbara Coupar, Scottish Catholic Education Service
- Simon Cameron, CoSLA
- Lorraine McBride, Educational Institute of Scotland
- John Devine, Breadalbane Academy
- Sabrina McCready, Inverclyde Academy
- Zoë Robertson, Scottish Council of Deans of Education

Apologies

- Dougie Atkinson, Community
- Victoria Smith, General Teaching Council for Scotland
- Jen Crocket, Association of Directors of Education Scotland
- Jon Reid, Larbert High School
- Nik James, NASUWT
- Angela Felvus, Scottish Government

1. Welcome & Introductions

The Chair welcomed members to the meeting and introduced the new members to the group. Additional apologies were acknowledged.

2. Minutes of Previous Meeting (25/03/22)

The minutes of the previous meeting were agreed. All the last meetings actions have been addressed and no items remain outstanding. The Chair confirmed that a webpage for the group is now live and it will hold minutes from the meetings of the group from now on:

<https://www.gov.scot/groups/headteachers-recruitment-and-retention-working-group/>

3. Into Headship update

Lesley Whelan (LW) provided an update for the External Evaluation of the Into Headship Programme. LW confirmed that the exercise is progressing well and that its focused on main 3 areas of the programme, which are: intentions, process and outcomes. The consultations with focus groups should be completed by the end of June and the next step will be conducting a survey amongst participants of cohorts 5,6 and 7. Professor Alma Harris aims to complete the evaluation and report her findings by the end of September 2022.

The Chair indicated that a separate meeting with Prof Harris would be beneficial for the members of this group.

Action 1.2: Fearghal Kelly (FK) to arrange an interim meeting of the group and invite Professor Alma Harris to discuss her research.

There was a question raised about how the membership parameters of the recently re-established Into Headship Strategic Oversight Board affect denominational schools. LW confirmed that she will discuss the possibility of SCES joining the board with the Chair.

Action 1.3: LW to explore the possibility of SCES joining the Into Headship Strategic Oversight Board.

LW confirmed that the oversight board will cover quality assurance of the programme and the first meeting focused on equality impact assessments.

Action 1.4: LW agreed to circulate the membership of the board and share the remit with working group members when finalised.

LW confirmed that current recruitment for Into Headship is 210-220 participants. In Headship programme recruitment remains open but the number of participants is currently low.

Action 1.5: LW agreed to share the finalised numbers when available.

Greg Dempster (GD) inquired if the intake is connected to geographically suppressed demand. LW confirmed that no such correlation has been observed.

LW confirmed that the Into Headship Awards will take place online on 19 May 2022 with 211 awards being issued to graduates.

4. Reference Groups Feedback

The Chair confirmed that meetings of three reference groups took place to date and that one more meeting has been scheduled to capture the views of teachers from ethnic minority backgrounds.

The Chair confirmed that the summary of the meetings contains themes, actions and recommendations invited group members to agree which of the suggested recommendations should be shared with SBTE.

FK clarified that there is a distinction between the actions and recommendations in this paper. The actions are within the scope of the powers of the members of the working group and can be added to an action plan.

The Chair confirmed that there seemed to be common themes that all the reference groups highlighted. These include: job sizing, the difference between management structures of primary and secondary schools, the lack of consistency in recruitment practices amongst local authorities and some issues relating to the Into Headship programme.

GD highlighted that the difference in management structures between primary and secondary schools is not the issue and the focus needs to be on the lack of sufficient resourcing in primary schools which affects the workload of the management team.

Jim Thewliss (JT) highlighted that suggested that sharing the recommendations in the current form may not be the best solution. JT proposed that instead of a list, the recommendations should be divided into 3 key themes: workload, remuneration and support when sharing with SBTE.

Seamus Searson (SS) highlighted the areas of leadership as: curriculum, finance, staff, interactions with parents, interactions with pupils and liaison with agencies and the Scottish Government. SS suggested that there are not enough resources to effectively manage all areas within current structures.

The issue of lack of opportunities to develop in other areas has been linked to lack of capacity in the system. FK confirmed that the members of the reference groups expressed the desire to be given an opportunity to take strategic roles in the System while leading their establishment, and not as an alternative.

Zoë Robertson (ZR) confirmed that strategic planning is crucial when addressing systemic issues and variation of practices amongst local authorities. In order to be able to bring resource into the wider system the issue of salary needs to be addressed. There should be a greater consistency of support provided across the system. LW stated that there is research available confirming the importance of secondments and acting posts in the career pathways of leaders. The transparency of the availability of secondments could be improved.

LW noted that the summary referred to the lack of coaching in the Into Headship programme. LW confirmed that there are peer coaching opportunities available for headteachers through the wider workforce support package which could be communicated more effectively with programme participants.

It has been acknowledged that there is a need to investigate the existing policies for inappropriate use of social media by the public and the legal duties of employers related to this issue.

Action 2.1- FK to summarise the recommendations to SBTE as a draft paper and share with the group by email for comment.

Action 2.2- FK to update the action plan based on the discussion and share with group members by email for comment.

5. Data Pack Update

Fearghal Kelly provided an update on the data pack. The draft paper has been updated, taking into consideration comments from members of this group and feedback received from ADES. FK confirmed that there will be 32 data packs produced and shared with each local authority with corresponding data. The generic paper will be shared with members of this group. FK also confirmed that a draft of a template of the letter to local authorities will be shared with the Chair.

Action 2.9 - SG to share a generic data pack with the members of the group.

6. Implications of the Prof Muir report

The members confirmed that the issues highlighted within this report are well known. The notion of empowerment of the headteachers that transpires from the report has been acknowledged. The findings of this report highlight the fact that the headteachers need to have sufficient support in order to critically respond to leadership challenges and to drive things forward. The Chair proposed that the group may wish to meet with Prof Muir in the future.

9. AOB

None

10. Future Meetings

The next meeting of the group will be arranged before the end of the school year to meet Prof Harris and discuss her findings.

The next regular meeting will take place on 7 September 10.00-12.00

Action log

Action 1.2: Fearghal Kelly (FK) to arrange an interim meeting of the group and invite Professor Alma Harris to discuss her findings

Action 2.1- Recommendations to SBTE to be presented in a paper as 3 key themes – workload, remuneration, support.

Action 2.2- Terms of reference alongside the action plan from this group to be sent to SBTE

Action 2.3- The Chair to make connections with HR colleagues within Local Authorities to explore the alignment of application processes.

Action 2.4- The Chair to explore the possibility of increased peer mentoring, job shadowing and/or coaching opportunities for aspiring and new headteachers.

Action 2.5- LW to review of the professional learning currently offered to aspiring headteachers in order to address any gaps and share best practice.

Action 2.6-The Chair to explore the possibility of increased peer mentoring, job shadowing and/ coaching opportunities for aspiring and new headteachers.

Action 2.7- Education Scotland to gather data on the destinations of Into Headship graduates beyond the completion of the programme.

Action 2.8- FK to reach out to the Curriculum Team within the Scottish Government to discuss the issue of social media impact on head teachers.

Action 2.9- FK to share a generic data pack with the members of the group

HEADTEACHER RECRUITMENT AND RETENTION WORKING GROUP MINUTE OF MEETING

**1000-1200, 07 September 2022
MS TEAMS**

Attendees

- Laurence Findlay, Association of Directors of Education Scotland (Chair)
- Aleksandra Jonca, Scottish Government
- Jim Thewliss, School Leaders Scotland
- Zoè Robertson, Scottish Council of Deans of Education
- Alison Weatherston, Education Scotland
- Seamus Searson, Scottish Secondary Teachers' Association
- Jacqueline Morley, General Teaching Council for Scotland
- John Devine, Breadalbane Academy
- Sabrina McCready, Inverclyde Academy

Apologies

- Lorraine McBride, Educational Institute of Scotland
- Angela Felvus, Scottish Government
- Stuart Robb, Scottish Government
- Tracy Morton, ADES
- Lesley Whelan, Education Scotland
- Victoria Smith, General Teaching Council for Scotland
- Jen Crocket, ADES
- Sharon Patricia McLellan, AHDS
- Simon Cameron, COSLA

Welcome & introductions

The Chair welcomed the members. He acknowledged that there had been a number of last minute apologies and facilitated the introductions. The Chair noted that Lorraine McBride has secured a new role and will no longer be representing the EIS at the group. The vacancy for the ADES representative has also been noted. The Chair requested the secretariat to arrange replacements. The Chair has acknowledged the departure of Fearghal Kelly from the group and thank him for his work and support over the last few months.

Minutes of Previous Meeting (16/05/22)

The minutes of the previous meeting were approved without amendments. The Chair invited those responsible for the outstanding actions to comment on the progress made.

Action 3 - Work with LA HR colleagues to explore whether any alignment of application processes could be considered.

The Chair confirmed that he participated in ADES Personnel Network meeting on 21 May 2022 to discuss the necessity of the alignment of recruitment processes to make the opportunities more accessible for people who apply for a number of roles within different Local Authorities. Discussions on streamlining recruitment have been going on for a few years, but all actions have been put on hold because of the COVID-19 outbreak. The Chair added that any alignment should consider the fact that each school is individual and has its own challenges and opportunities.

It has been noted that ADES Personal Network has been in touch with The Society of Personnel and Development Scotland (SPDS) to discuss recruitment.

Action 4- Invite SCES to join the recently established Into Headship Oversight Board- Completed

Action 5- Undertake further research to into the destinations of Into Headship graduates beyond the completion of the programme- Alison Weatherspoon(AW) confirmed that Education Scotland is working on a data protection impact assessment that may be helpful to advance this demand.

Action 6- Review Local Authority social media policies in place for school leaders- remains outstanding,

Action 7- Liaise with SG Curriculum Unit on existing activity around social media use by parents and more widely in the curriculum- Aleksandra will progress this action.

SBTE paper and feedback received

The Chair confirmed that the suggestion of SBTE to include the information into the National Improvement Framework should be considered and this can be seen as an opportunity for the group to influence the content of the National Improvement Framework.

Jim Thewliss (JT) noted that group involvement in the creation of the NIF content is critical to give credibility to the group. The Chair suggested that the SBTE highlight the work of the group to the Scottish Education Council. The Strategic Board could be used as a means to put the strategic issues identified by the group on the agenda on an on-going basis. The Chair suggested taking the report/attending the SEC meeting with a presentation to increase awareness. The Chair will schedule a meeting with SG policy colleagues to discuss the best way to proceed.

It has been observed that the NIF report does not provide a true reflection of the learning and leadership competencies acquired, as it only measures the number of headteachers. Broader data would help raise awareness on the SEC forum.

It's been also noted that the data packs have been well received within Local Authorities

Diversity

The chair confirmed that the last meeting of Headteacher Recruitment and Retention Group was arranged to gather views and feedback from colleagues from BAME communities on the challenges and opportunities of aspiring headteachers.

The 3 key themes have transpired from the feedback received:

Representation

Transparency of the opportunities

The education of the Leaders

The Chair asked members to share their views on measures the group might consider to improve diversity in recruiting and retention.

The Chair suggested that invitation is to be issued to SAMEE representative to join the meeting of the group.

Zoe Robertson confirmed that there is a lack of diversity among those participating in teacher leadership and middle leadership programs in recent years. Anecdotal evidence indicates that local authorities face human resource barriers in reaching aspiring participants.

It was confirmed that strategic approach and recruitment authority are needed to achieve meaningful change.

Jac confirmed that she will share the meeting materials with Asif Chishti, who has just been appointed as the National Racial Diversity Lead in GTCS.

AW also confirmed that her colleague Melina Valdelièvre leads the Building Racial Literacy program, which is open to all colleagues in the system. AW will share the handout with Melina as well. AW also confirmed that the equity in professional learning will be raised at the Into Headship Oversight Board.

AW also confirmed that the Into Headship program is open to all colleagues who meet the entry criteria and there should not be competition among potential participants.

The role of professional associations belonging to this group in promoting diversity was discussed. The suggestion has been made that associations can provide positive leadership by collaborating on diversity. This would allow for a coordinated and mutually supportive effort.

Jim noted that the leadership pathway must enable the group to have a positive impact.

AOB

JT noted that the action plan will have to be rewritten to clarify the distinction between operational and strategic actions. The group needs to focus their efforts on strategic actions.

HEADTEACHER RECRUITMENT AND RETENTION WORKING GROUP

MINUTE OF MEETING

1400-1600, 21 November 2022

MS TEAMS

Attendees

- Laurence Findlay, Association of Directors of Education Scotland (Chair)
- Aleksandra Jonca, Scottish Government
- Jim Thewliss, School Leaders Scotland
- Zoè Robertson, Scottish Council of Deans of Education
- Alison Weatherston, Education Scotland
- Seamus Searson, Scottish Secondary Teachers' Association
- John Devine, Breadalbane Academy
- David Smith, EIS
- Sharon McLellan, AHDS
- Simon Cameron, CoSLA
- Lesley Whelan, Education Scotland
- Victoria Smith, General Teaching Council for Scotland
- Nik James, NASUWT
- Jen Crocket, ADE

Apologies

- Angela Felvus, Scottish Government
- Stuart Robb, Scottish Government
- Shagufta Nasar, SAMEE
- Lindsey Stanley
- Sabrina McCready, Inverclyde Academy

Welcome and Introductions

The Chair welcome members to this first meeting and presented David Smith, who is joining the group on behalf of EIS. The apologies of the members have been acknowledged.

The Chair confirmed the remit of the group with a new member and asked for the terms of the reference to be shared.

The members requested that the previous meeting's minutes, including the list of apologised parties and the page 3 error, be changed.

The Chair said that due to a last-minute apology, Item 4 of the agenda will need to be deferred until the next meeting.

Issues discussed

The Chair said that the recruitment of headteachers has been one of the main issues facing the education system in recent years.

The Chair encouraged participants to provide updates on the ongoing actions from the action plan.

The future leadership planning has been acknowledged as playing a significant effect in the hiring and retention of the heads.

It has been acknowledged that the publication of Into Headship Report will give Local Authorities a clear picture on the areas where the lack of the consistency in delivery of the Into Headship Programme has direct impact on recruitment of headteachers.

Lesley Whelan offered to share the Into Headship report with the group members.

The update provided by the Scottish Government on the impact of use the social media by the parents on mental health of the Headteachers and School Staff has met a slight criticism by the members.

The members emphasised that the retention of headteachers by schools is directly impacted by the harassment of teachers on social media.

The Chair asked the members whether the letter to Connect would be a beneficial step in highlighting this issue. It has been accepted that this kind of action would not have the desired outcome because the important message needs to reach a larger system. The Chair requested input from the members regarding the joint leadership research report. Some participants acknowledged that they were unable to read the report and its findings due to the report's format and lack of access to the papers.

The Chair requested the report to be reissued in different format.

The Chair confirmed he will write a letter to joint SNCT secretaries about the joined leadership and the job sizing.

Lesley Whelan confirmed the incorporation of Joint Leadership into Pathways would be beneficial

The presentation of the issues raised by this group will be made by the Chair at a future Scottish Education Council meeting.

It was agreed that the job sizing review process has to be progressed as quickly as feasible and that more extensive conversations on the reform agenda and the accessibility of extra funding for the system is required.

AOB

None