

# Taking the Lead

**Issue 4.**  
**April 2010**

**Lincolnshire Primary Schools**  
**Leadership Letter.**

**Inside this issue:**

Heading For Headship	1
Lincolnshire Headteachers' Conference	1
Leadership Pathways - How the Course Helped me!	2
Professional Partners	3
Future School Leaders	4
Training and Development	5
Recommended Reading	5
Dates for the diary	5

## Leadership Matters...

### 'Heading for Headship' ... what is it all about?

By Hayley Adams - Headteacher, Eagle Primary School

The answer to this came to me whilst on the New and Acting Heads Induction Programme, when completing an exercise on 'change points'. The overall theme was to work on managing change ~ a valuable skill to develop when you've just leapt into your first headship! Anyway, in drawing the changes in my life journey, I included the H4H programme and labelled it as a 'kick-start'. That is exactly what it does, or at least what it did for me. If H4H comes your way it will be the helping hand to allow you to take the next step in your career. **The support is there from day one.** The course leaders spend the residential getting to know the group, finding out exactly what they want and need to know to get them on the right track to the right school to begin headship.



arranged to ask questions, or work through areas of the job.

During each course day, you will hear what is coming up on the job market ... handy, because then you are in the best place to be advised and supported by the course leaders in going for the right post for you. In between course days, the H4H website provides details of what has been covered and of new vacancies.

The course is tailored to the needs of the group. Basically, the parts of headship which make you think ... "Ummm?"... are exactly the topics which will be covered during the programme, anything from finance to HR, from writing the perfect application letter to interview technique.

The 'kick-start', the support, the confidence building, the new network of colleagues on its own would be valuable enough, but by attending the programme the course makes prominent in your own mind your educational values and thus your aims in achieving your kind of leadership. This certainly helps to direct your thinking when sitting opposite an interview panel!

The residential allows the group to get to know each other and prepares the agenda for the future sessions. Although this in itself is a movable feast, the programme is developed and 'tweaked' after each session depending on the needs of the group.

If you've just finished NPQH and want headship straight away, or if NPQH took you in a different direction for a few years and you're thinking about headship now, H4H is the place to be. It will help make your mind up and be there for you when you have.

To get the feel for 'real' headship, there are opportunities to work with successful heads in coaching sessions. Coaching techniques help to work through significant questions you may have, or to guide you through scenarios. Your coach meets you during the course sessions and is also available for you by phone, e-mail and face-to-face. A meeting between course dates is

Incidentally, the support doesn't stop after H4H. You've already made good contacts during the course and you'll be bumping into them everywhere you go! But so too, CfBT is on hand to provide guidance during your new headship.

**And here I am, in my first headship thanks to the 'kickstart' from Heading for Headship. Good luck and all the best in your next step...**

### Lincolnshire Headteachers' Conference ...a great success.

On February 25th and 26th we held our Headteachers conference at Belton Woods Hotel, Grantham. The venue was as wonderful as ever and the food plentiful. The speakers were all very different but each one made us reflect on our leadership. Jenny Mosely encouraged us with 'Keeping our Spirits High' - making us all give and receive massages! Gervase Phinn entertained us after dinner with tales of the many children he had met and worked with over the years. On Friday Andy Cope coached us in the art of 'Being Brilliant'. We also had opportunities to listen to some of our Lincolnshire heads share their projects with us.



## Leadership Pathways, how the course helped me!

By Jon Brown - Deputy Head at Rauceby Primary School

The Leadership Pathways course was devised by the National College to develop the quality of school leadership. It aimed at experienced leaders wanting to improve their leadership effectiveness and aspiring to become established senior leaders.

**It offers flexible, personalised professional development.** This can be shared online with other learning communities nationally, encouraging Learning Networks and sharing success. It creates an individual learning plan with benefits for participants, for the learning community and the educational system as a whole. As a middle leader of a primary school, aspiring to move towards the senior leadership team it seemed a perfect stepping stone!

I began the course with a self review and online questioning session using the leadership Pathways initial Feedback report. Members of the leadership team then added to the analysis of my leadership skills which created a pathway to future development, in which recommendations for online units, skills sessions and areas of focus were highlighted. The course combines elements of online self study units, skills sessions using a mixture of role play, theory and group discussion, leadership themed days and focused time with a mentor in school. This cumulated in having a presentation and celebration day with the whole group and mentor. In total, I spent six days away from school, which also gave invaluable opportunities for networking, allowing the group to share successes and queries and consolidate the learning. I then had regular meetings with my mentor in school and frequent time slots put aside for the online units. The old adage of 'the more you put in, the more you get out' really does apply in this case and with the tremendous advice from my mentor, it did mean I got a lot out of it.

**The course was invaluable to me, as a school leader.** It identified the key areas that I needed to develop and, as the course title suggests, gave me a pathway to develop my skills, which, was so relevant and personalised to my needs, as it was devised through a rigorous process of analysis.

I did not study anything that was not significant to my development, which gave a real purpose and drive to all the time needed to study. This really helped to keep me focused, because I was then able to bring my learning back to the school and apply it to whole school chosen issues which I was leading and, with the advice and support of my mentor, apply the learning into the appropriate areas. The online units, which use audio clips, video clips and case studies to highlight different theories and practices, were always very pertinent. These were then reinforced by the study days and the support and advice from the national college staff.



When I first heard about Leadership Pathways, the first question I asked was; will it help me become a school leader? Through my experiences the answer is very clearly yes! **I achieved my first deputy headship shortly after completing the course** and used my learning gained from it to form part of my letter of application and even the interview itself. By completing Leadership Pathways I developed and deepened my vision of education, my appreciation of leadership issues and my understanding of what kind of leader I wanted to be.

As an added bonus, I also used the course to gain sixty credits towards my Masters Degree and a very clear understanding of what format the NPQH will be. *Would I recommend Leadership Pathways to others?* If you are aspiring to be a senior school leader and want to develop your leadership skills, the answer is yes! **Though it does take time and commitment, I found it was time well spent.**



## Professional Partners

By Carl Jarvis - Headteacher at Hartsholme Primary School



As a deputy head you always have the opportunity to fall back on your head teacher for support, advice and guidance, particularly at those times when you are at that inevitable cross road or brick wall.

Some colleagues compared this to a SIP role. I partly disagreed. The support and guidance of my SIP is excellent but she has a fairly set program to follow. Whereas, **with my Professional Partner I set the agenda, I lead the subject matter**, I know the questions that need answering and eventually I map out the meeting to result in the outcome I require.

However, when left alone, sitting at your desk for the first time as a new head teacher there can be an overwhelming feeling of being totally cut off from civilisation. Of course, in reality that isn't the case; as I found to my relief as I started as a head teacher.

I don't think I will ever forget that feeling! The first day in a new school; getting to know everyone, discovering the school's strengths and planning to work on the school's development points. All very exciting, even though I knew that there were some real challenges ahead. In addition to this, being new to the county, I had the systems at county level to learn.

A tremendous amount to deal with on an emotional level as well as the intellectual challenge of placing all the metaphorical pieces in the correct places without knowing their positions; a little like driving in the dark without the head lights on..... There always seemed to be those nagging uncertainties; where did I get the information from?...Who can I ask for advice?...What do Mouchel actually do?... Luckily, coming and working in Lincolnshire, support was just around the corner, as I found to my delight.

After a couple of weeks I started to settle into my new environment and I was contacted by CfBT, who explained the support and guidance on offer in Lincolnshire. I was allocated a Professional Partner. If I'm totally honest, after receiving this very good news the resulting feeling was one of RELIEF.

**"It has been a superb experience..."**

Professional Partnerships are part of the Head Start program from 1st April. It is a dedicated individual who will visit you to have confidential one to one discussions regarding issues that matter to you.

Primarily, the Professional Partner brings a wealth of knowledge, understanding and empathy towards your situation. Mine was a real fount of knowledge, someone who could use her own experiences and expertise and relate these to the circumstances in my school. I found this appreciation, knowledge and understanding of my situation invaluable. She would coach me through decision making processes in a non-intrusive manner; our conversations were far more like two partner head teachers working alongside each other.

**It was great to have someone who had dedicated time to have that professional dialogue**, and would debate solutions to barriers as well as giving advice on local and national agendas. Someone to point me in the right direction and at the same time show me the short cuts, working through scenarios from inception to outcome without creating unnecessary work in-between. This is what makes it so invaluable, as this sort of counsel could only come from experience and wisdom, which my Professional Partner brought with her in abundance. It has been a superb experience and helped me to develop through exploring the issues in my school, challenging any inconsistencies and ensuring that I haven't missed the obvious.

I know that the professional relationship that has developed between us will continue in the future and **it is reassuring to know that I will have someone who I can call upon for unconditional advice regarding any aspect of headship**. The days of 'driving in the dark' seem to be diminishing as time goes by. I can honestly say that this scheme has played a big part in this becoming reality. I know the tips and tricks as well as the grounded advice which will stay with me.

## Future School Leaders

by Kellie Owston, Pinchbeck East C of E Primary School

**My Experience** - Although I hadn't been teaching long, I knew leading projects within schools was something I enjoyed. The planning, collaboration with staff and watching our ideas develop and unfold through the children's learning, not only challenged my personal development as a teacher but gave me the increasing desire to take on more.

I hadn't realised at the time that what I enjoyed was **leading learning** through effective, positive management of people. So, when it was suggested that I *should* apply for the Future Leaders course, it seemed far too early in my career to be thinking about leadership across the whole school. I had a view that you could only be called a leader if you were part of the senior leadership team, deputy or a Headteacher! *Didn't I have to know how to plan a budget? Be perfect at setting and completing targets? Be able to recall every acronym related to education (an act of skill and endurance by anyone's standard!)?* Not according to the Future Leaders information.

There were some challenging aspects to the course, but on the whole it was a reflective and collaborative approach to leadership, which was set out over a year, covering critical thinking, appreciative enquiry, problem solving and knowledge creation through the interaction of theory and practice. The theory covered local, national and international perspectives.



This course is aimed at aspiring leaders; teachers and other education professionals who want to take the next step into leadership.

**About the course** - It can be a little daunting when you first walk into the room, especially as there is no way of the hiding in the corner - the group is too small! Yet within minutes of the first day beginning our group became an instant network of information and resources.

**One-to-one coaching** - An excellent advantage of taking part in the Future School Leaders course is the invaluable support given by the one-to-one Headteacher coaches. Having a coach during each workshop has been a fantastic advantage to the development of each participant, this is because the coach is on hand to support, advise and challenge throughout the programme. John West-Burnham's encouraging and innovative approach to viewing leadership from different perspectives, such as leading to support the wider community and leadership currently practised in other cultures, not only gave a fantastic insight into alternative approaches, but also allowed participants to think beyond the boundaries of conventional leadership.

Not only do I feel an increase of knowledge in leadership but because of the way the programme is designed **I now have an ongoing network of support both the course leaders and my peers.** Looking back over the last year and having that feeling of 'not being ready, for leadership' is now a distant memory. **The benefits and skills gained from this programme have been immeasurable,** for both the individual taking part and schools who have allowed them too.

*If you are, or know an aspiring teacher or education professional wanting to succeed in leadership I would sincerely recommend this course, personally, practically and for the development of the learners we lead!*

## Leadership Training and Development

### Pre-NPQH

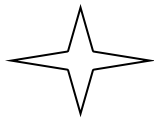
The National College	Lincolnshire
Leading from the Middle	Middle leadership New pilot from Spring 2010
Pathways to Leadership	Future leaders Currently cohort 3
	Steps towards Leadership
Aspiring to Headship	New Wave

## National Professional Qualification for Headship

### Post NPQH

The National College	Lincolnshire
Be a Head	Heading for Headship Currently cohort 1
Head Start NPQH graduates and new head teachers - graduates automatically enrolled	New Headteacher Induction Annual programme
	Transforming leadership Currently cohort 2
	Renaissance An advanced leadership programme for experienced leaders

## Taking the Lead



For further information:

Muriel George, John Sandfield  
Sue Ashe 07500079350 or [sashe@cfbt.com](mailto:sashe@cfbt.com),  
Karen Foster 07500079349 [kfoster@cfbt.com](mailto:kfoster@cfbt.com)

**Recommended Reading: *Inside I'm Hurting: Practical Strategies for Supporting Children with Attachment Difficulties in Schools* by Louise Michelle Bomber**

ISBN 1-903269-11-3, Worth Publishing

I would recommend it to anyone involved in any capacity with the support and nurture of children with an Attachment Disorder. Furthermore, if such highlighting of awareness and these practical and clearly effective strategies are not yet included as part of the INSET programme in schools, it is my belief that it is time that they were.

Review by Karen Lomas, BA Hons, PGCE (Former teacher with 25 years experience and adoptive mother of an 11 year old daughter with a severe Attachment Disorder)

### Dates for your Diary.

February 10th—11th 2011 Primary Heads Conference

Application round dates for National College Courses are on the college website <https://www.nationalcollege.org.uk>

Step up for Leadership—afternoons of 7th and 8th July .  
Applications via usual course forms

Local Induction Programme for New, Acting and Experienced Heads new to Lincolnshire –30.09.10, 01.10.10, 20.01.11, 24.03.11

Primary Future Leaders—Applications by 28.05.10

Renaissance Advanced Leadership Programme—14/15 June 2010, 01.12.10, 27.01.11, 15.03.11. Small schools contact Muriel George re costs. Apply by mid May

For details on the above courses please see the [CFBT website](#) or courses book

### Welcome — Recently appointed Headteachers

Sam Towers at Butterwick Pinchbeck's Endowed Church of England Primary School

Luke Whitney at Lutton St. Nicholas and Gedney Church End Primary School

Beverley Riddle at Morton Trentside Primary School

Victoria Cook at Welbourn Church of England Primary School

Hayley Adams at Eagle Community Primary School

Suzanne Scott at Hemswell Cliff Primary School

Jill Fincham at Osgodby Primary School

Did you know? Train to Gain may provide up to £1,000 funding for leadership training. The company administering the funds is EMB Ltd [info@emblt.co.uk](mailto:info@emblt.co.uk)

Have you seen the Governors pages on [CFBT website?](#)

If you do not receive this newsletter automatically and would like to subscribe to it please email Nathan on [nnicholson@cfbt.com](mailto:nnicholson@cfbt.com)

