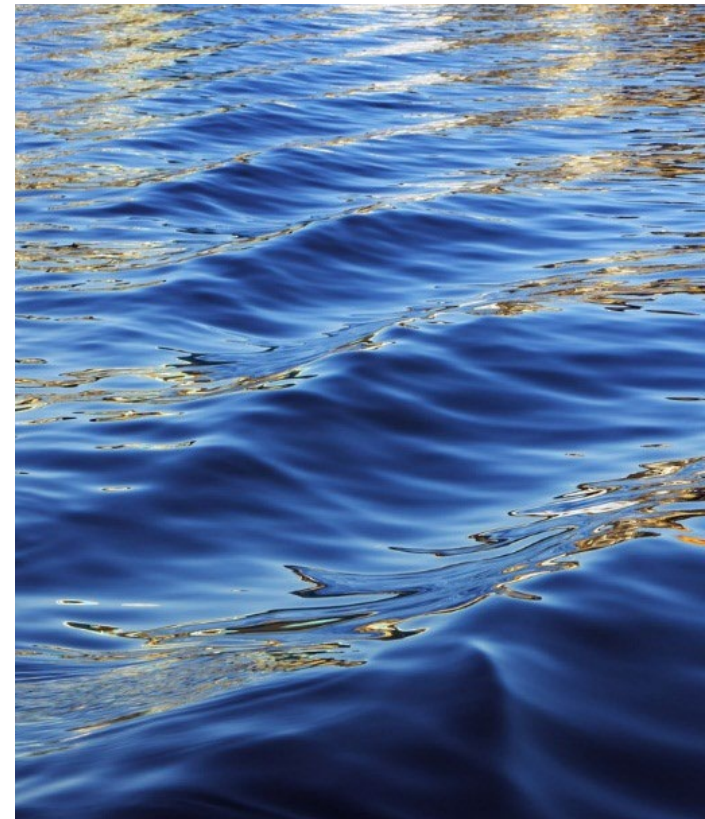




# Holy Cross P.S. and St. Patrick's P.S. – Parent Council Meeting

14<sup>th</sup> March 2022



# The History

- **National Picture**
  - **National Guidance Documents**
  - **Challenges in Recruitment of Head Teachers**
- **North Lanarkshire Decision Making**
  - **Early Planning for Education and Families (February 2019)**
  - **Budget Setting Processes (3-year Planning Cycle, February 2020)**
  - **Committee Reports on shared and executive headships (May 2020, June 2021)**
- **Current Status of Programme**
  - **Empowering Clusters Development**
  - **Piloting Models (affected by Covid in 2021 – 2022); primary secondary and ASN**
  - **On-going Consultation**

# Empowering Clusters



## What is a multi establishment head ?

- A multi-establishment headship is when one headteacher is appointed to lead and manage more than one establishment.
- A multi establishment headship can include any arrangement of early years, ASN, primary and secondary education facilities meaning that potentially children and young people will be guided from 3-18 years of age within a specific locality.

**3-18 Campuses in Scotland: (Establishments highlighted in orange are slightly larger.)**

<u>Establishment</u>	<u>Local Authority</u>	<u>EY Roll</u>	<u>Primary Roll</u>	<u>Secondary Roll</u>
Dornoch Firth Campus	Highland	✓	✓	✓
<u>Kinlochleven</u> Campus	Highland	✓	✓	✓
<u>Garnock</u> Campus	North Ayrshire	✓	✓	✓
Lochgilphead (Joint Campus)	Argyle and Bute	✓	✓	✓
Rothesay (Joint Campus)	Argyle and Bute	✓	✓	✓
Breadalbane Academy	Perth and Kinross	✓	✓	✓
Community School of Auchterarder  AS AT NOV 2019	Perth and Kinross	✓	✓	✓
Fairview School	Perth and Kinross	✓	✓	✓
St John's RC Academy	Perth and Kinross	✓	✓	✓

# Educational Benefits - Learners

1. Improved sharing of good practice resulting in improved pedagogy and outcomes for learners
2. Increased capacity to ensure that young people experience challenge and progression through consistent, well-planned teaching which is flexible and responsive to their distinctive geographical, cultural and social contexts
3. Enhanced support during transition
4. Strengthened supports and understanding of learners with Additional Support Needs
5. Increased access to subject specialist/stage specialists to develop curricular experiences
6. Positive relationships
7. Collaborative and active approaches to learning

# Educational Benefits - Staff

1. Learner pathways for staff- more opportunities for DHT posts.
2. Strengthened leadership training programmes
3. Many experienced HTs capable of greater challenge
4. Multi Establishments Leadership Managers will have increase management support structure through the DHT post.
5. Collegiate working across sectors is potentially more manageable
6. Contexts for learning are more flexible.

# Educational Benefits: Parents , Partners and local Community

1. Supporting parental partnerships across all sectors
2. Organisational/Operational Benefits
3. Increased access to shared resources
4. Aligns with the empowering cluster model
5. Centralised access to community facilitates and supports
6. Lines of communication are shorter
7. Stronger community links



# Educational Benefits

There is a body of national documentation which supports the establishment of all through schools and shared campuses, such as the national guidance document, Learning Together: Opening Up Learning in All-Through Schools. This document makes a clear case for all through schools:

“All-through schools, schools which include at least two stages of a young person’s education within the one establishment, can provide positive environments for learning in which all staff work together to ensure that young people make successful transitions between the different stages in their education. Such schools are well placed to ensure that their young people experience challenge and progression through consistent, well-planned teaching which is flexible and responsive to their distinctive geographical, cultural and social contexts. The cross-sectoral working which is essential to support the learning of all children in Scotland should be a natural aspect of the work of all-through schools. “



# Moving Forward

Although the introduction or review of NLC's leadership models has been approved at Council level, we have not yet identified specific establishments to be included in the new model.

The paper states that, where possible, multi establishment headships will be arranged on a cluster basis. This reflects NLC's aspiration to strengthen cluster working and collaboration between schools in localities, referred to as the Empowering Cluster Model. Since May 2020 work has progressed to enable a more systematic and planned approach to introducing Multi establishment headships within North Lanarkshire Council.

The introduction of any new models will be a gradual process.

The council will consider a range of factors when making any decisions and will engage in a full consultation with any establishment potentially affected.

All opinions will be considered from a locality perspective- encompassing the planning for children, families and communities in terms of fit for purpose models and suitability in practice.

## **A Community Case**

- There should be alignment of schools within clusters as far as possible, or at least on the basis of geographical proximity, to allow head teachers to provide a real and visible presence in affected schools and build community relationships.

## **An Improvement Case**

- The opportunity should strengthen overall the leadership of the schools involved and realise important benefits from allowing practitioners in schools to work more collaboratively with a wider group of colleagues, as part of an enhanced staff team.

## **A Leadership Case**

- There should be resultant leadership and management development opportunities for leaders and aspiring leaders of our schools, with natural opportunities created to realise and recognise their strengths.

## **A Business Case**

- There should be a clear business case for each model developed so as to make a contribution to the overall financial burden faced by North Lanarkshire Council.

## **A Service Change Case**

- There should be an opportunity in all of these models to devolve increased powers and responsibilities to Executive Heads, so as to realise the ambitions of the Plan for North Lanarkshire. This might include the realisation of other Council priorities within that plan. Future policies, such as the Review of the Devolved School Management Scheme, should align to any such developments.

# Useful Links

- [Education and Families Committee](#) - Developing Executive Headships Report
- Scottish Government's [Empowered System](#)
- [Learning Together: Opening up learning in all-through schools \(education.gov.scot\)](#)