

A hand holding a pencil in a classroom setting. The hand is in the foreground, holding a yellow pencil with a red eraser. The background is blurred, showing a person in a white shirt and a person in a dark shirt. A green horizontal bar is overlaid on the image.

THE URBAN SCHOOL LEADERSHIP MODEL
Bringing School Leadership into the 21st century

URBAN
LEADERSHIP
CENTRE LTD



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Joan Fye began teaching in 1972 in a large multi-cultural school in Oldham. In 1985 she became the deputy head teacher of a junior school in the heart of Moss Side, Manchester. After six years Joan was appointed as the head teacher of Medlock Primary School, situated in a disadvantaged area of Manchester.

About the Author

Joan Fye

In 1996 Joan was appointed as Her Majesty's Inspector of Schools (HMI). Initially she served in the secondary division of Ofsted where she gained valuable experience inspecting urban secondary schools and was involved in leading surveys which culminated in published reports such as *Achievement of Black Caribbean pupils: Three Successful Primary Schools*¹.

Two years later Joan moved to the primary division where in addition to evaluating the National Literacy and Numeracy Strategies, she led a team of HMI evaluating *Excellence in Cities*.

In 2003 Joan was seconded to the Office of the Deputy Prime Minister (ODPM) to contribute to its work on education. This secondment provided valuable experience and knowledge of disadvantaged communities. While at ODPM, Joan established a knowledgeable and experienced steering group with a deep commitment to urban education.

The work at ODPM led to the publication of the document, *A Model of School Leadership in Challenging Environments*² and Joan's secondment to the National College of School Leadership (NCSL) as Director of Urban School Leadership.

Joan has now set up the Urban Leadership Centre Ltd to continue development in this important field of education.



Praise for the Urban Leadership Model

‘This is an excellent model. It recognises the uniqueness of the urban leader, affirms the characteristic of the existing successful urban school leaders and increases the likelihood of finding more potential leaders with the same character qualities and abilities.’

Tim Brighthouse
Chief Adviser to London Schools



The Urban School Leadership Model has evolved over a period of four years.



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For Schools

The Urban Leadership Pathway is a robust performance management process based on the Urban Leadership competencies, the application of which complies with new government guidelines.

- a set of competencies which reflect and celebrate the context in which urban leaders work
- a framework which understands urban school leadership and incorporates the latest business thinking and processes into an educational context
- a process which builds on the positive, asking leaders 'What are you good at?'; 'How can we help you move from good to great?'
- a set of competencies which sets out the competencies expected at all stages of a teachers career; and a process which not only supports the leadership development at the current leadership stage but also helps preparation for the next leadership stage
- website access for all subscribing teachers. The website will include:
 - performance management proformas. The proformas comply with government regulations but the emphasis is on improving the individual's performance, motivating and encouraging individuals to build on their strengths
 - comprehensive guidance on using the Urban Leadership Pathway including details of the roles of staff and line managers etc.
 - a comprehensive range of development opportunities which could be included in a member of staff's development plan
 - sample development plans
 - a performance management policy which the school could adapt
 - the ability for schools to analyse the outcomes the performance reviews to identify the school's strengths and areas for development
 - guidance on how to use the results to contribute to the Self Evaluation Form

For Local Authorities

Local Authorities can purchase a licence for the use of the Urban Leadership Model and Pathway throughout their schools

Purchasing the licence will enable local authorities to:

- develop the authority's leadership pipeline
- identify future school leaders- those with outstanding talent
- gain an accurate overall perspective of staff performance in all their schools
- provide invaluable support to local schools to develop the professional standards and competencies of their staff
- provide data on professional standards and urban leadership competencies across the local authority, enabling them to target training and development accurately



Part One

Introduction

The urban Leadership Pathway has evolved over a period of four years

Background

As Her Majesty's Inspector of Schools (HMI), I instantly connected with one of the recommendations in the Ofsted report, *Improving City Schools*. The recommendation was that specific attention should be paid to the development and training of headteachers in city schools.

Having previously been a deputy headteacher in Moss Side, Manchester and then a headteacher in inner city Manchester, I was aware that the challenges presented by the urban context were specific, requiring a unique mix of skills for sustained success. Recent events in our inner cities involving young people only serve to emphasise the complexity and demands of the urban context.

In 2002 while still at Ofsted, I produced a paper crystallising my initial thoughts. David Bell, Her Majesty's Chief Inspector of Schools, considered the paper, liked the ideas and provided encouragement. In 2003 I was seconded to the Neighbourhood Renewal Unit at the Office of the Deputy Prime Minister (ODPM) with a brief to develop the concept. The outcome of the work being, *A Model of School Leadership in Challenging Urban Environments*, published by NCSL.

The Urban School Leadership Model builds upon this earlier work, taking it forward in a number of significant ways. As part of this development process, we have listened carefully to feedback from headteachers and local authorities and incorporated these views into the new framework. Our approach is fresh. The new Model is based on specific feedback resulting from structured interviews with outstanding urban leaders. It is about the essence of the job, what really works for urban leaders as they do the job on a day-to-day basis.

To bring the Model alive in a modern organisational context, we have sought collaboration from YSC, a firm of global consultants whose clients include world-recognised brands such as ICI, Lloyds TSB and Tesco.

Our partnership with YSC led us to reflect many aspects of their thinking in our programmes, for example, the Spike - see pages 18 and 19. As a result of extensive research YSC developed the concept of the Spike, being the defining aspect of a person's strengths. Focusing on strengths in addition to development areas is an underpinning aspect of our work - as YSC states, 'for too long development professionals have focused on the weaknesses and failings of leaders'.

This framework and the accompanying Urban Leadership Pathway isn't just about identifying the skills necessary for successful headteachers of urban schools, it is also about assessing and identifying future talent and developing leadership skills at all levels of the organisation, an approach which has long been recognised by the commercial sector as vital for sustained success. As the cover states: it is time to bring school leadership into the 21st century.

We believe The Urban School Leadership Model provides the way.

Joan Fye
Managing Director
Urban Leadership Centre Ltd

Our raison d'être

"Now to be a leader in most urban schools – especially those serving youngsters from families facing socio economic challenge – requires character and a range of qualities including indomitable will and a passion for success that brooks no denial."

Tim Brighouse, Chief Adviser London Schools

What makes leadership in urban schools different?

Urban school leaders work in some of our most disadvantaged communities including those in neighbourhood renewal areas.

These areas have:

- three times as much burglary as the national average
- three times more children in poverty
- 30% higher mortality rates
- 25% of adults out of work
- 44% of adults on means tested benefits.

Schools serving such communities are shaped by their context – they do not exist in a vacuum.

While no single profile fits all urban schools and the challenges they face differ from community to community, there are common features. Generally they have:

- a much higher percentage of pupils who are eligible for free school meals
- proportionally fewer white pupils
- pupil mobility which is greater than the national average. In some schools mobility is associated with poor literacy, social skills and challenging behaviour
- lower attainment – significantly lower in a number of cases. Pupils in the most advantaged areas have a 70% chance of gaining 5 good GCSEs. In the most disadvantaged areas, attainment falls as low as 30%
- a higher percentage of schools in special measures.

Common issues can hold back improvements such as:

- difficulties in recruiting and retaining high quality staff and specialist teachers and wide spread reliance on temporary staff
- smaller than average numbers and vacant places that make the school vulnerable to casual entrants including poor attenders and excluded pupils
- high mobility, including in some cases a large number of refugees
- low rates of attendance, particularly in Years 10 and 11.

Issues such as these have a significant impact on the nature of leadership and management and the role of leaders in our most challenging schools is particularly complex and exacting. They face similar pressures to those of leaders in other areas but they do so in a more concentrated, intense and volatile form.

In the United States the need for a specific focus on training and development of urban leaders was recognised with the creation in 2000 of the organisation New Leaders for New Schools. Its mission is:

'Promoting high academic achievement for every child by attracting, preparing, and supporting the next generation of outstanding leaders for our nation's urban public schools.'

The approach

“For years, urban school systems have chosen to fight our nation’s historic battle to improve student achievement with one hand tied behind their backs. They have failed to embrace the powerful common-sense strategy that can be gleaned from nearly every effective company and school in America: You can’t change a company without a great CEO, and you can’t change a school without a great principal.”

Jon Schnur, Founder, New Leaders for New Schools

What is the Urban School Leadership Model?

The Urban School Leadership Model and Urban Leadership Pathway provide a framework for the identification, recruitment, and development of the urban leader at all levels.

The Urban School Leadership Model sets out the competencies that distinguish outstanding urban headteachers from other urban headteachers and also those in less challenging environments. The model identifies twelve competencies that are common in these outstanding headteachers. These are known as ‘stem competencies’: The Urban School Leadership Model underpins the Urban Leadership Pathway (see below).

The Urban School Leadership Model has a strong relationship with the National Standards for headteachers and the framework of Professional Standards for teachers (draft).

Benefits

The Urban School Leadership Model helps:

- schools and governing bodies select, recruit and develop school leaders in challenging environments
- school leaders to implement robust performance management processes throughout the school; processes which aid completion of the school’s self evaluation form (SEF)
- schools to recognise and celebrate the high level of skill and qualities required to lead schools successfully in an urban context

What is the Urban School Leadership Pathway?

The Urban Leadership Pathway is a new format for developing leadership skills and professional standards. The stem competencies identified as common to outstanding headteachers have been adapted to apply to all levels of leadership in a school – the pathway has five leadership stages (Figure 1). Whether a recently qualified teacher, a deputy headteacher or consultant headteacher, the new staged competency framework sets out the competencies expected at all levels in the education system.

Benefits

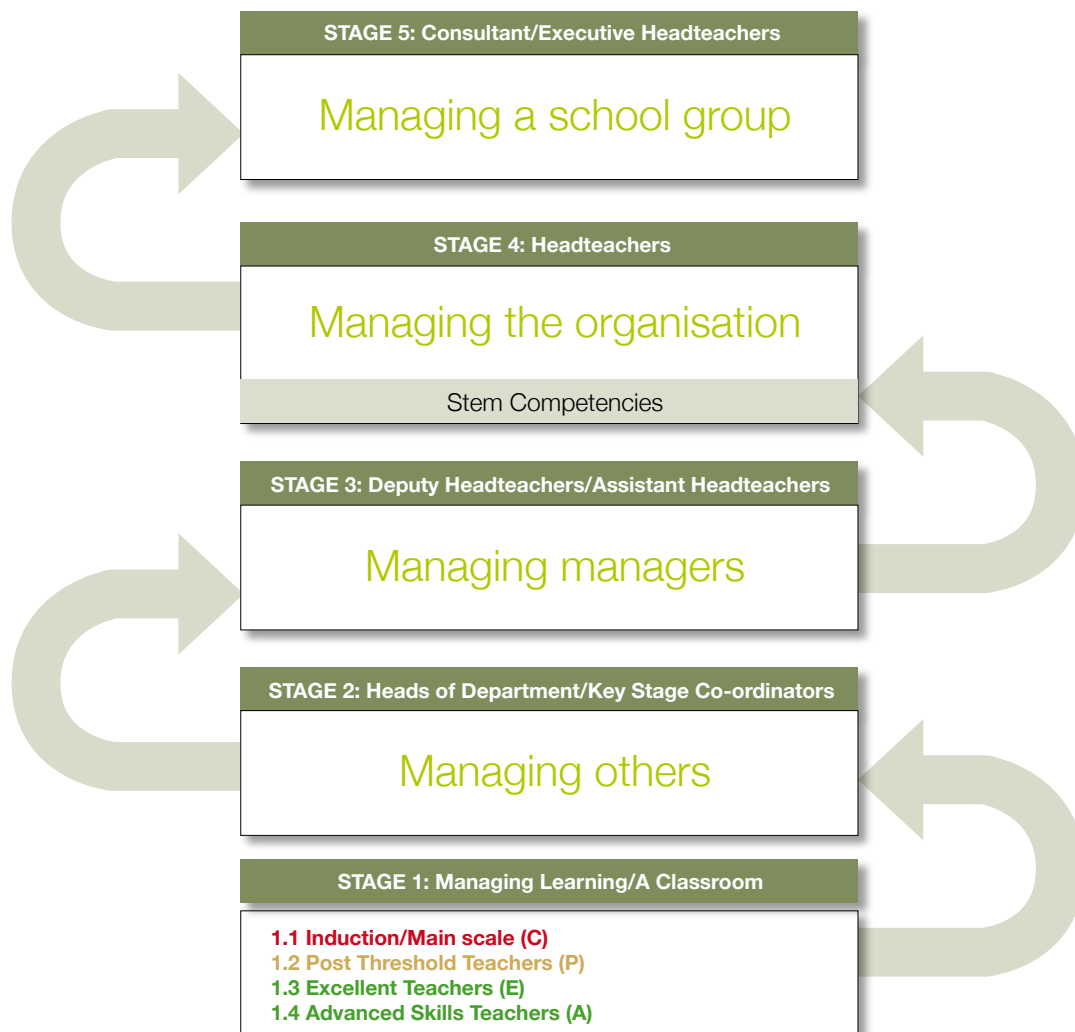
The benefits of the Urban Leadership Pathway are that it:

- focuses on leadership at all levels of the organisation
- supports distributed leadership
- supports system leadership
- empowers the school as an organisation, encouraging self awareness and evaluation
- enables the local authorities to identify common strengths and development needs across all their schools
- provides a framework for identifying early talent
- provides schools and local authorities with a structure for succession planning

The new competency framework sets out the competencies expected at all levels in the organisation. The five Leadership Stages are set out below:

Figure 1

The Urban Leadership Pathway and its leadership stages



Although Excellent Teachers and Advanced Skills Teachers have been placed in Stage 1 of the Framework, a school or LA might choose to place them in Stage 2, depending on the level of leadership responsibility allocated.

Why a competencies approach?

In the context of this document a competency is defined as:

'An underlying characteristic of an individual which is causally related to effective or superior performance in a job'.⁸

This view is grounded in robust research. The OECD study, *New Approaches*⁹ investigated the changing needs of urban school leaders in the 21st century. The research explored schools in nine countries and most of the projects involved large urban schools. The research concluded that it is vital to identify the necessary competencies to lead a school successfully. The report concluded that if we are truly to achieve transformational change in schools in an increasingly complex world, first and foremost there is a need to:

'Establish a set of competencies required by school leaders and how they are developed.'

The competencies set out in The Urban Leadership Model were identified by qualified specialists who interviewed outstanding urban leaders identified through the Ofsted database. Successful businesses have for some time used this process to identify the necessary competencies that are required for organisational success. Education is now catching up.

Emotional Intelligence

Following the work on emotional intelligence by Daniel Goleman¹⁰ and others, there is a growing consensus that leadership is an emotional as well as intellectual activity. It is about vision, engagement, resilience, courage, strong values and, above all, passion.

Michael Fullan's¹¹ work reflects the importance of these qualities when he discusses the moral imperative and moral purpose. His definition is as follows:

'Moral purpose of the highest order is having a system where all pupils learn, the gap between high and low performance becomes greatly reduced, and what people learn enables them to be successful citizens and workers in a morally based society. The role strategically placed to best accomplish this is the principalship.'

Michael Fullan sets out four levels to achieve the moral imperative.

Level 1: Making a difference in individuals

Level 2: Making a difference in the school

Level 3: Making a difference regionally

Level 4: School leadership and society

As you will see, moral purpose underpins every aspect of The Urban School Leadership Model.

The Urban Leadership Pathway provides a structure for achieving these four levels.

NCSL has recently reflected the ideas of Michael Fullan calling for moral purpose to be central to school leadership and for structures to be developed to embed system leadership.

The Urban School Leadership Model and Urban Leadership Pathway provide an integrated and coherent approach for the profession to meet the four key challenges facing schools as identified by NCSL and summarised below.

Meeting the challenge

The challenges

The implications of the Children Act – the balance between the standards agenda and the ‘whole child’ agenda

The Children’s Plan outlines an aspirational vision for the 21st century school : one in which excellent teaching and learning exists alongside ensuring children are safer, healthier, more resilient and able to enjoy the learning opportunities on offer.

The Urban School Leadership Model is underpinned by the needs of children. The Model recognises that first and foremost the role of a school leader is to ensure high attainment and good quality teaching and learning. Equally important is the welfare and all round well being of the children the school serves. There is no conflict. The Model acknowledges that the best leaders care passionately about children and young people and will work with a range of agencies to ensure that all their needs are met.

System leadership – developing capacity within the school and leadership beyond the school

This is a significant strength of the Urban Leadership Pathway. The process provides a robust structure for developing both professional standards and leadership qualities at all levels in the school and across local authority areas.

Sustainability and succession planning – developing future leaders

Schools and local authorities can use the Urban Leadership Pathway to identify early talent and develop their own talent pool.

Leading a school in the 21st century. Relentless, complex and accountable.

The Urban School Leadership Model sets out the competencies required to be a successful urban school leader. It recognises the relentlessness, complexity and accountability implicit in the role. Perhaps more importantly, it sets out the competencies required to meet the challenge. The Leadership Pathway sets out a process for identifying and developing future leaders.



Part Two

The Urban School Leadership Model and Pathway

The Urban Leadership Pathway has
evolved over a period of four years

As an urban practitioner, I can't tell you how gratifying it is at last to have what we do in urban schools recognised as a high status activity rather than some sort of educational "sweeper-up" role.

Mel Woodcock, Headteacher, North Manchester High School

Part Two: The Urban School Leadership Model and Pathway

The Urban School Leadership Model

The evidence base

Interviews with outstanding urban leaders provided the major ingredient in the creation of The Urban School Leadership Model. Semi-structured interviews were conducted by qualified specialists using well established interview research methods including critical incident and repertory grid interviewing.

The Model arises from a wealth of experience of school leadership in an urban context as shown in Figure 2.
(see over)

The competencies framework

The Urban School Leadership Model comprises 12 competencies which are common in outstanding urban leaders. These are grouped into four clusters which taken together form the Urban School Leadership Framework as shown in Figure 3. (see over)

Enabling

Vision and Belief
Courage and Moral Purpose
Empowering Culture

Operating

Resourcing Creatively
Leading Learning Innovation
Situational Judgement

Relating

Emotional Intelligence
Balancing Challenge and Empathy
School and Community Champion

Sustaining

Stability and Consistency
Maintaining Focus
Enduring Resilience

Figure 2

The evidence base for the Urban Leadership Model

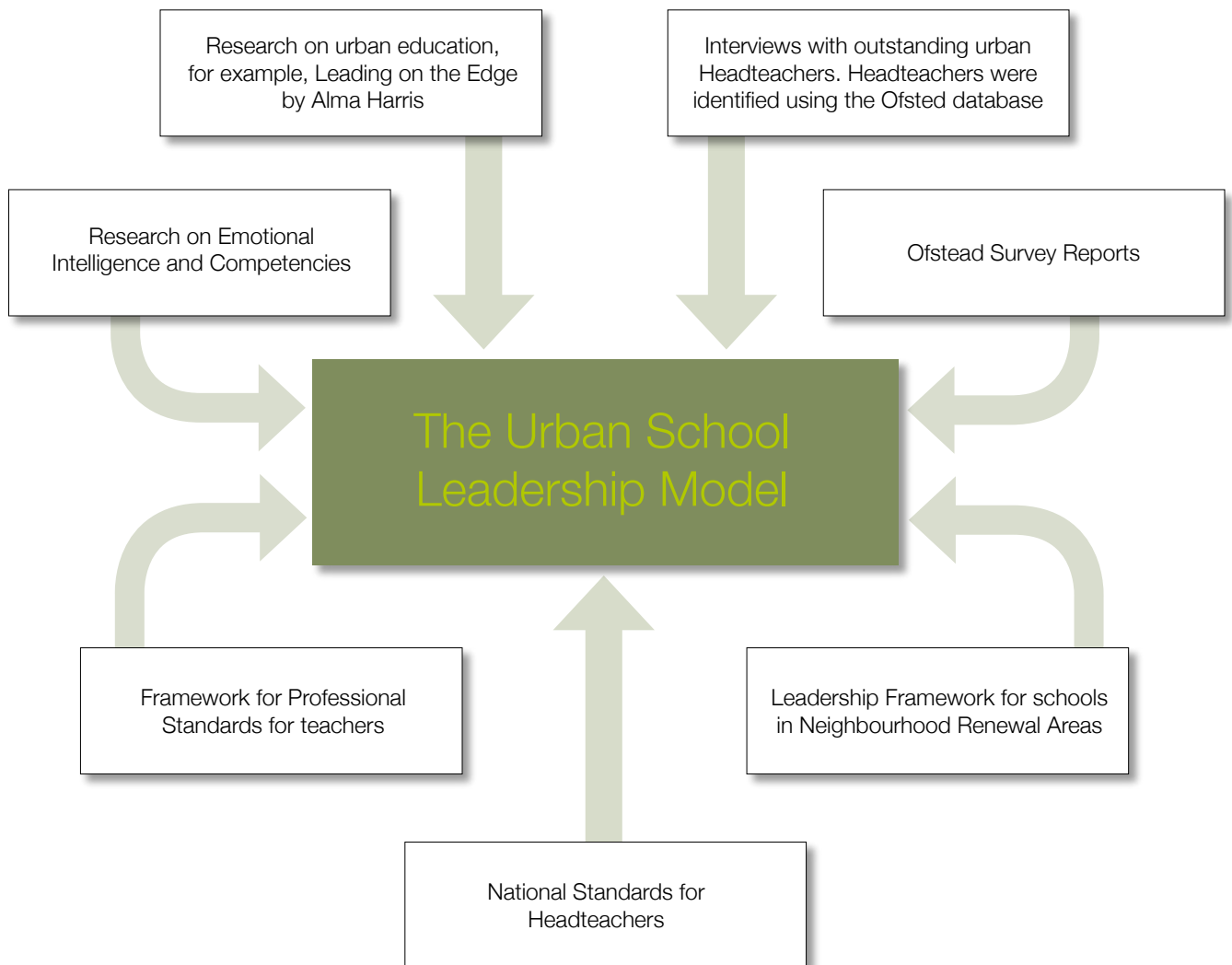
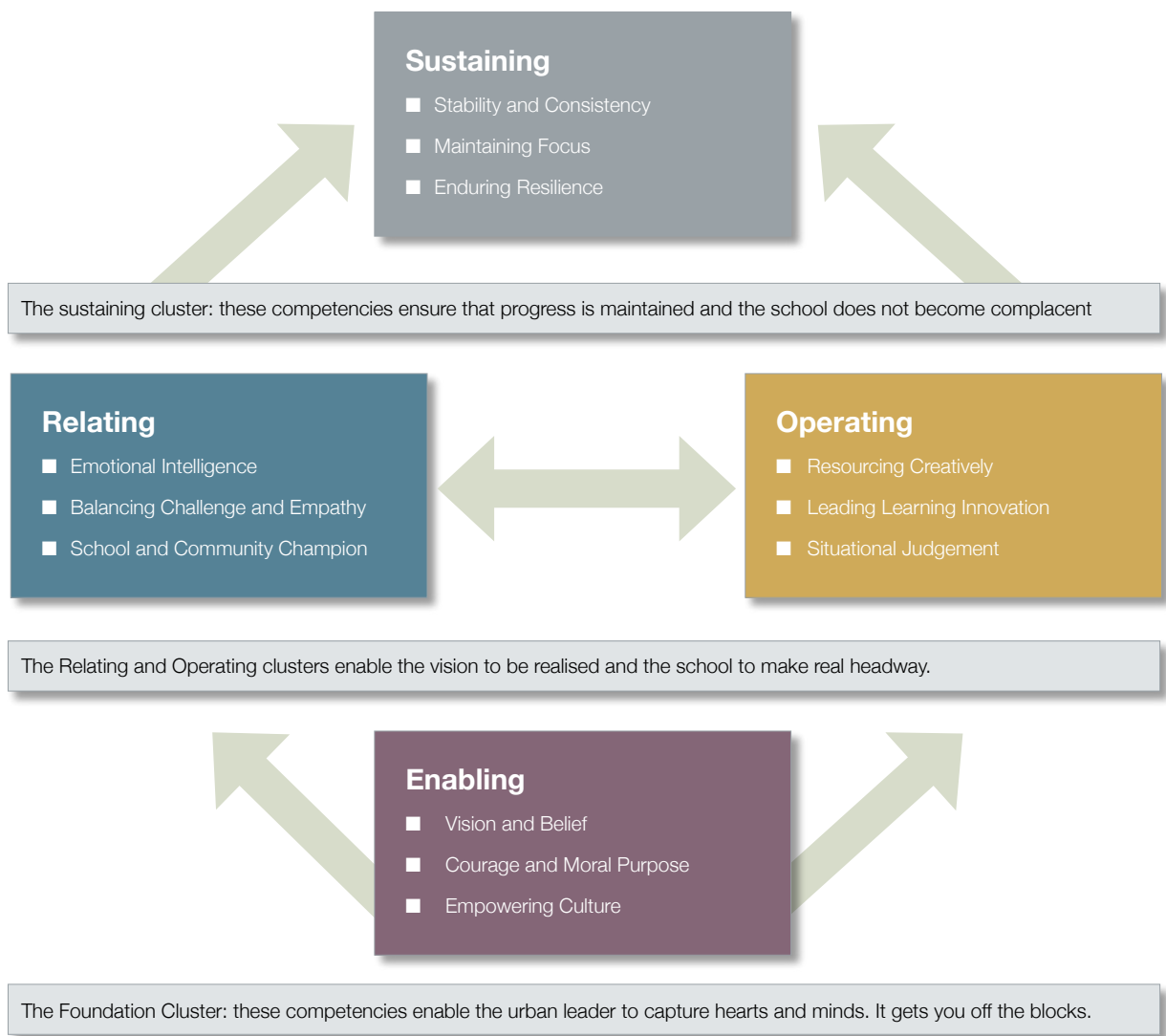


Figure 3

The Urban School Leadership Framework



The Urban Leadership Pathway

The Urban Leadership Pathway is a new format for developing leadership skills and professional standards within an urban context. It is based on the competencies for headteachers as described previously. The competencies have been adapted to apply to all levels of leadership in a school and identify five leadership stages (see Figure 1).

Whether a:

- teacher at the end of the induction period (Core)
- head of department
- Key Stage coordinator
- deputy headteacher
- consultant headteacher,

The new staged competency framework sets out the competencies expected at all levels in the education system.

Not all the competencies change at each leadership stage, for example, the competencies change only slightly for each of the four levels within Stage 1; the changes reflect the differences in the respective professional standards.

Where does it lead?

The Pathway takes the individual teacher on a journey that reviews their performance, behaviours, experience, and aspirations so that a quality discussion can take place about their current performance and development for the forthcoming year. The Rewards Incentives Group (RIG) states that the development of more effective arrangements for the professional development of teachers involves:

'Developing a culture where teachers and headteachers feel confident and empowered to participate fully in performance management; the acknowledgement of teachers' and headteachers' professional responsibility to be engaged in effective, sustained and relevant professional development throughout their careers and to contribute to the professional knowledge of others; and the creation of a contractual entitlement for teachers to effective, sustained and relevant professional development as part of a wider review of teachers' professional duties.'

The Pathway fully meets these criteria and focuses on maximising a teacher's potential. It provides a mechanism for developing all aspects of their professional duties and developing their leadership skills.

The Spike

Extensive research by YSC has produced the concept of a Spike - a Spike is a significant ability or signature strength that identifies successful professionals.

Mirroring the work of Goleman, YSC Australian Principal Angela David says, "Social, emotional and practical intelligence is not assessed in IQ tests, but can often lie behind the achievements of successful people."

Angela David goes on to say that the best executives are typically unusual characters. They are not necessarily well-rounded but have distinctive and crucial strengths. They are bright, but not necessarily the most intelligent. Nor are they driven by money, status or job security. For them, she says, it's about making a difference.

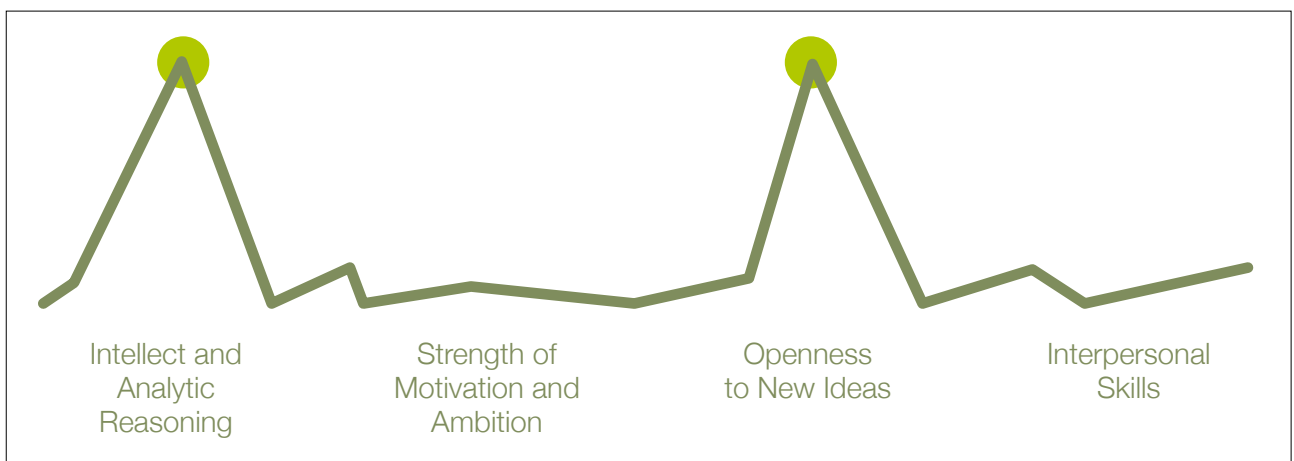
These concepts reflect the principles which underpin The Urban School Leadership Model. The most successful school leaders want to make a difference to the lives of young people.

The Spike

Your spike could be part of your leadership style:



Or it could be part of your Personal Make-up:



Intrigued? The Urban Leadership Pathway will help you identify and develop your Spike in addition to areas identified for development

The Competencies

In the Model the core of each competency is defined as it relates to the urban context. The competencies are structured to include a set of positive and negative behaviours.

- The positive behaviours will help to identify whether a competency is present.
- The negative behaviours help to identify whether a competency is absent.

They are helpful in identifying when corrective action or development is required in a specific area.

The Urban Leadership Model as set out in this brochure contains only the stem competencies, that is, the competencies which apply to headteachers.

The Urban Leadership Pathway contains an adaptation of the stem competencies so that it helps all teachers understand the leadership behaviours which are desirable at every leadership stage in the school.

ENABLING

Vision and Belief	Courage and Moral Purpose	Empowering Culture
<p>Possesses a passionate belief that all young people can succeed, embedding this in the school's vision</p> <p>Believes in and trusts the expertise of teachers and the potential of all pupils</p>	<p>Conveys their passion to make a difference</p> <p>Prepared to put head above the parapet. Takes personal risks for what they believe in</p>	<p>Establishes a team based culture. Develops shared expectations and embeds accountability</p> <p>Delegates responsibility for decision-making, demonstrating trust in senior management team</p>

OPERATING

Resourcing Creatively	Leading Learning Innovation	Situational Judgement
<p>Ensures creative use of resources (staff, buildings, funding) to gain maximum value for pupils</p> <p>Works well with other agencies to generate resources for pupils</p>	<p>Accurately identifies the components of good teaching and learning and has the coaching skills to transmit these</p> <p>Evaluates the benefits of new learning initiatives – enthusiastically adopting those that add value to the learning environment</p>	<p>Draws on and applies breadth of experience in responding to new situations</p> <p>Effectively evaluates possible outcomes and potential impact of different courses of action</p>

RELATING

Emotional Intelligence	Balancing Challenge and Empathy	School and Community Champion
<p>Understands the benefits of different leadership styles. Seeks to gauge own impact as a leader</p> <p>Shapes own approach according to the particular needs of the situation and people</p>	<p>Invests time to know and understand pupils, parents, teachers and other staff</p> <p>Combines a genuine interest, listening skills and a desire to empathise with an underlying ability to remain firm when challenged</p>	<p>Actively champions the school to achieve desired outcomes in dealings with local authorities, governors and other external agencies</p> <p>Understands diversity and the variety of cultures in the school and community. Exploits opportunities to reflect diversity within the school curriculum</p>

SUSTAINING

Stability and Consistency	Vigilant Focus	Enduring Resilience
<p>Creates a stable learning environment with a consistent approach to teaching and learning throughout the school</p> <p>Establishes and maintains consistent behaviour management strategies and procedures</p>	<p>Determines overall priorities for the school and ruthlessly maintains focus on these</p> <p>'Sees the wood for the trees'. Demonstrates disciplined self-management when prioritising own activity and time</p>	<p>Continually exudes optimism and a 'can-do' attitude</p> <p>Maintains personal drive through challenging times by drawing on inner reserves of commitment and self belief</p>

ENABLING

VISION AND BELIEF

Competence description

Schools in urban areas are often seen to be underperforming compared with schools in less socially disadvantaged areas. To enable success, headteachers need to define a clear, ambitious and realistic vision of what success will look like for the school. They need to engage the involvement of a range of stakeholders. They also need to demonstrate their belief in the potential of teachers, pupils and the wider community.

Effective behaviours

- Possesses a passionate belief that all young people can succeed
- Embeds belief in the school's vision
- Develops a shared vision of what the school will look like in 5-10 years time
- Translates vision into a strategic plan and identifies steps to achievement with clear milestones and targets, supported by a robust monitoring and review process
- Takes responsibility for what needs to change in the school ethos and culture
- Demonstrates infectious pride in being a member of the school community
- Takes personal responsibility for the integrity of the school's values
- Explains clearly and convincingly what is being done and why
- Focuses on the benefits of proposals to gain support
- Breaks down the strategic vision for the school into practical and achievable plans and actions
- Encourages both vertical and horizontal feedback mechanisms

Ineffective behaviours

- Imposes a vision based on previous experience without gaining a real understanding of the specific needs of the school
- Vision remains abstract and difficult for others to understand
- Vision is not proactively 'sold' to staff and pupils actively, and is seen as just words on a page
- Vision lacks aspiration, challenge
- Focuses on identifying what needs to change in the school without defining how to bring about change
- Vision focuses on attainment targets rather than on holistic outcomes

ENABLING

COURAGE AND MORAL PURPOSE

Competence description

Leaders of schools in urban areas face significant personal challenges both within and beyond the gates of the school. Successful headteachers are fuelled by a sense of moral purpose conveying their passion to make a difference to the futures of children from all backgrounds. This often means taking a pioneering approach, taking personal risks and putting their head above the parapet for what they believe in.

Effective behaviours

- Challenges the status quo to bring about improvements
- Identifies and addresses barriers to the achievement of different groups with confidence and conviction
- Takes accountability for results
- Recognises that the buck stops with them
- Conveys a sense of moral purpose and integrity
- Has a clear and passionate view of what the school's values and standards are
- Deals with underperformance of staff in a confident and timely manner
- Follows agreed practice in managing performance
- In difficult situations does the right thing rather than taking easy short term options
- Is highly visible on a day to day basis both within the school and with external stakeholders
- Identifies opportunities for working with other agencies to support the well being of pupils

Ineffective behaviours

- Asks others to do things they are not prepared to do themselves
- Tolerates performance and behaviour that is below standard
- Feels threatened by criticism and is defensive in the light of feedback
- Avoids taking risks
- Takes a short-term perspective in making decisions
- Loses sight of the work-life balance
- Fails to recognise and deal effectively with pressures and stress
- When deciding on a course of action, does the easy thing rather than the right thing

ENABLING

EMPOWERED CULTURE

Competence description

Urban schools operate in challenging, volatile and pressured environments, which demand high levels of commitment from members of staff. To lead such a school successfully headteachers need to maintain a balance between individual accountability and shared responsibility. They need to be energy givers. They need to delegate appropriately, create a culture of shared leadership and decision-making. They need to do this to ensure that the school does not become overly dependent on them.

Effective behaviours

- Astute judge of people's capabilities, strengths and weaknesses
- Takes risks with putting people into stretching roles to help them develop
- Balances individual accountability with shared expectations of success
- Gives clear accountabilities aligned with organisational objectives
- Encourages a winning mentality – 'we are going to be the best school in the country!'
- Engenders an ethos of responsibility for achieving results
- Ensures the staff understand the school's philosophy and the framework within which they work.
- Has an open and approachable manner with staff.
- Ensures the right individuals are in the right roles and that an appropriate management structure is in place.
- Inspires and motivates pupils, teachers and parents, displaying personal presence
- Encourages teachers to take responsibility for their own learning and development
- Sees clearly the interdependencies between different areas of the school and the need to partner across agencies in order to deliver targets and remove barriers

Ineffective behaviours

- Blames others when things go wrong
- Allows a blame culture to develop
- Fails to find an appropriate balance between remaining hands on in dealing with issues and sharing responsibility.
- Abdicates own responsibilities
- Allows the school to become overly dependent on the head
- Definition of responsibilities lacks clarity
- School management structure is inefficient
- Communication with staff lacks discretion
- Is unaware of own impact on others
- Fails to praise and reinforce good performance
- Focuses exclusively on what doesn't go well
- Allows the culture to evolve without direction or control
- Uses praise indiscriminately (an excessive use of unwarranted praise devalues justified praise)

OPERATING

RESOURCING CREATIVELY

Competence description

Schools in urban areas often face acute difficulties attracting and retaining excellent staff. Headteachers in such areas need to develop creative solutions to both long and short-term resourcing needs (including use of staff, state of buildings, availability of facilities and access to funding) in order to gain maximum educational benefits.

Effective behaviours

- Is creative in finding solutions to funding and resourcing issues.
- Recognises value of investing in the fabric, facilities and equipment of the school.
- Energetically proactive in maintaining focus on recruiting, training and retaining staff with potential
- Recognises value of recruiting quality staff in achievement of long term goals
- Focuses on results and desired outcomes when deploying resources and when considering conflicting resource requirements
- Makes resourcing decisions that deliver clear value
- Actively controls costs
- Educates others on the effective use of resources
- Works well with other agencies to generate resources for pupils

Ineffective behaviours

- Feels disproportionately constrained by physical surroundings, budgets, and existing staff deployment
- Allows resources (space, books and other facilities) to remain unused
- Reaches ineffective decisions regarding resourcing in isolation, without advice or collaboration from others
- Makes decisions in response to short-term resource needs without considering longer-term financial or resourcing implications
- Allows school to deteriorate through lack of planned maintenance
- Limited consideration of capability and suitability when assigning responsibilities, leading to poor deployment of staff resource

OPERATING

LEADING LEARNING INNOVATION

Competence description

Pupils from urban areas can particularly benefit from targeted learning methods and initiatives. Headteachers need to have extensive professional knowledge, understanding how pupils learn and what constitutes good teaching. They can support this by adopting a proactive approach to working in partnership with other headteachers and external experts in seeking to identify and apply best practice within their school.

Effective behaviours

- Accurately identifies the components of good teaching and learning and has the coaching skills to transmit these
- Identifies and communicates to teachers, pupils and parents how performance can be improved
- Uses data robustly to highlight areas requiring attention and in monitoring of the individual pupils and the school
- Reflects an understanding of diversity in the curriculum
- Develops and enriches the curriculum, through identifying value-adding initiatives such as specialisation, after school clubs and holiday activities
- Seeks mentors, coaches and input from within and beyond education, through formal and informal networks
- Broadens the learning experience by seeking partnership and collaboration from other schools and agencies
- Grows the organisation's internal knowledge -teaches a class while observed by a teacher; provides opportunities for teachers to observe others teaching, both within the school and in other organisations

Ineffective behaviours

- Commits to new initiatives without having basic systems and processes in place.
- Fails to consider the broader implications of new initiatives for the school
- Gets involved in broader issues which do not contribute to improving learning for children
- Too focused on what is going on inside the school - misses the opportunity to look externally to identify new approaches and import best practice
- Implements radical ideas without first piloting them or seeking supporting evidence
- Fails to monitor and evaluate the impact of different initiatives. Allows less effective initiatives to use up resources
- Engages external experts to advise staff without promoting/ ensuring skills transfer to maximise learning opportunities

OPERATING

SITUATIONAL JUDGEMENT

Competence description

Headteachers in urban schools are frequently faced with new and challenging situations that call for insightful and decisive responses. To be effective, headteachers need to draw on and go beyond previous experience, quickly identifying the potential consequences and implications of different courses of action in order to be able to choose the one likely to achieve the best result.

Effective behaviours

- Draws on benefits of and applies experience from previous roles in dealing with new situations and issues
- Well-developed organisational 'antennae', regularly sounding out potential issues and situations with those involved.
- Able to identify the real issues
- Always develops a fall-back position. Has contingencies for every likely event
- Demonstrates foresight in predicting others' reactions to different outcomes.
- Confident and timely in decision-making even when faced with difficult choices

Ineffective behaviours

- Applies the same decision making approach to all situations
- Becomes indecisive, or fails to make necessary decisions when the pressure is on
- Makes unwarranted assumptions about the causes of a situation
- Takes action before checking out the different perspectives of those involved
- Moves on to the next issue without considering need for contingency plans
- Lacks judgement when reading situations
- Fails to take the time to understand the needs and motivation of key stakeholders
- Decisions and actions fail to take account of implications and possible consequences

RELATING

EMOTIONAL INTELLIGENCE

Competence description

Headteachers in urban areas spend a lot of time interacting with stakeholders (pupils, teachers, other staff, parents, governors, community, LA and Ofsted). Often the subjects for discussion are challenging. To be successful requires a high degree of self awareness in relation to their personal impact and an exceptional ability to flex their leadership and communication styles.

Effective behaviours

- Aware of others' perceptions of and reactions to them
- Actively listens to verbal feedback and picks up on non-verbal cues
- Interpersonally flexible and adaptable when dealing with different groups - adapting approach to enhance their impact
- Takes criticism and challenge calmly, demonstrating emotional self-control
- Demonstrates fairness and integrity in actions
- Moves fluently along the continuum from firm to light when interacting with pupils, parents and teachers
- Makes effective use of formal and informal settings to convey messages effectively
- Is approachable around the school
- Gets to know teachers and other staff personally
- Recognises the potential for appropriate humour to help achieve the appropriate outcome

Ineffective behaviours

- Overreacts in interpersonally intense situations
- Becomes overwhelmed with negative feelings when things are not going well
- Becomes personally too close to members of staff, leading to perceptions of favouritism
- Comes across as overly formal, exacerbating interpersonally difficult situations
- Limited flexibility of interpersonal approach
- Unresponsive to non-verbal cues and verbal feedback
- Demonstrates limited awareness of own motivations, communication style and impact when dealing with others
- Lacks confidence in standing by own views when challenged

RELATING

BALANCING CHALLENGE AND EMPATHY

Competence description

The particular social issues and problems in urban areas require headteachers to demonstrate a very high degree of empathy and understanding of individual backgrounds and needs. Successful headteachers in these areas combine a genuine interest in listening to and getting to know pupils, parents, teachers and other staff with a commitment to remaining robust and challenging on performance issues.

Effective behaviours

- Walks the school regularly to seek and listen to others' views
- Is able to put self in position of others and see things from their perspective
- Understands the difficulties faced by pupils as individuals or groups
- Seeks the support of other agencies to address barriers to pupils' well being and progress
- Communicates respect for others
- Is fair-minded whilst demonstrating empathy
- Communicates clear expectations of others, establishing clear ground rules for potentially difficult interactions
- Tailors communication to enhance understanding of different stakeholders
- Mediates and negotiates effectively between staff, pupils, parents and other parties

Ineffective behaviours

- Spends more time dealing with paperwork than talking with and getting to know people around the school
- Comes across as aloof, impersonal and disinterested in others' perspectives
- Puts own views forward without listening to those of others
- Communication lacks clarity and impact
- Fails to understand the impact of the school's environment and barriers to attainment

RELATING

SCHOOL AND COMMUNITY CHAMPION

Competence description

Schools in urban areas often face the additional challenge of overcoming a negative reputation. It is vital for headteachers to 'talk up' their school to achieve desired outcomes in dealings with LA's, agencies and press. Headteachers also need to build up a strong local profile, which requires real understanding of diversity and variety of sub-cultures within the school and local community.

Effective behaviours

- Actively champions the school using the press and other channels to gain support
- Builds up a positive public profile for themselves and the school
- Identifies and engages community groups
- Confidently engages with the community to address barriers to the achievement of underperforming groups
- Comes across as professional and credible with all stakeholders.
- Initiates and maintains regular involvement with community groups
- Develops the skills and understanding of the governing body
- Makes use of opportunities to develop contacts and networks
- Actively facilitates working with multiple agencies
- Possesses the ability to communicate the school's needs to a broad range of interest groups

Ineffective behaviours

- Gets so involved with the community and with consultation groups that loses sight of what is happening within the school
- Sees self as victim of circumstances within their community and as a result of LA actions and decisions
- Fails to demonstrate personal agency
- So immersed in day-to-day internal school issues that does not make time to represent and promote the school within and beyond the local community
- Use of press and other external communication channels lacks creativity and interest leading to repetitive messages which fail to inspire
- Unprepared for difficult multi-agency meetings reducing professional credibility
- Little recognition of different perspectives and levels of understanding of different stakeholders

SUSTAINING

STABILITY AND CONSISTENCY

Competence description

Pupils in schools in urban areas often live in environments which lack stability and consistency. This makes it important for their school environment to provide this. The headteacher's role is to create a stable learning environment with a consistent approach to teaching and behaviour management throughout the school.

Effective behaviours

- Creates an effective and stable learning environment through monitoring the quality and consistency of teaching and learning throughout the school
- Sets high expectations for the behaviour of pupils, parents and staff.
- Communicates high expectations widely to ensure a shared understanding
- Ensures high expectations are upheld
- Reinforces success so that teachers, children and parents can see the link between what the school is doing and individual achievement
- Recognises the importance of staff retention.
- Identifies ways to retain the staff who support the school's vision and philosophy
- Ensures systems are in place to monitor performance of pupils and staff
- Makes clear defined triggers for particular actions
- Follows agreed procedures (e.g. disciplinary, grievance, exclusions)
- Introduces and maintains regular, purposeful staff meetings.

Ineffective behaviours

- Becomes complacent with improved performance, not recognising the need to raise the bar further
- Lets some children get away with infringements, giving rise to perceptions of inconsistency in application of the rules
- Says and doesn't do
- Designs and implements complex procedures and systems which others find hard to understand and use
- Fails to seek feedback on procedures and systems
- Fails to have in place procedures and systems for managing and monitoring behaviour and performance.
- Fails to monitor and manage staff performance

SUSTAINING

VIGILANT FOCUS

Competence description

Schools in urban areas can be volatile environments, in which unpredictable events and issues arise, demanding the focus of the headteacher. To be successful headteachers need to decide on the overall priorities for the school and determinedly maintain focus on these. Headteachers need to demonstrate disciplined self-management when prioritising own activity and time

Effective behaviours

- Identifies the right long-term priorities for the school, ensuring these continue to inform both the development plan and the day to day operation of the school
- Regularly steps back to monitor progress against vision through both formal and informal feedback
- Successfully multi-tasks, dealing effectively with multiple demands from pupils, staff, parents, governors and broader LA and government initiatives
- Maintains strategic focus under pressure from day to day issues
- Able to deal with unanticipated events in a flexible manner
- Vigilant in identifying emerging issues quickly, demonstrating an ability to deal with these before they escalate

Ineffective behaviours

- Allows other agencies and initiatives to intervene and hinder the school from achieving its core goals
- Rarely takes a step back from the day-to-day to review longer term goals and monitor performance against these
- Gets so involved in unplanned events and issues that these are allowed to dominate. Other activities and plans are put to one side for longer than necessary
- Gets side-tracked from dealing with the real priorities as a result of failing to put robust systems in place
- Finds it hard to switch between tasks and focus on more than one thing at a time
- Time management lacks discipline and focus

SUSTAINING

ENDURING RESILIENCE

Competence description

The role of a headteacher in an urban area school is unusually demanding, with multiple and at times conflicting pressures. To be successful headteachers need to demonstrate a 'can do' attitude combined with high levels of self-sufficiency, realistic optimism and personal stamina. In order to sustain their performance over time they also need to appreciate their inner resource levels, finding ways to replenish these when under pressure.

Effective behaviours

- Effectively monitors own emotions and stress levels, taking prompt action to channel emotion effectively and restore equilibrium and energy
- Whilst working very hard, paces self, being positive yet realistic about what they can achieve
- Demonstrates passion, stamina, self-sufficiency and perseverance
- Remains calm under pressure - ensuring there are appropriate channels to release frustration/tension
- Builds up reservoir of internal strength to draw on in difficult times
- Demonstrates awareness of personal work-life balance and actively seeks to maintain this
- Sees opportunities for improvements in structural change and process flow across organisational boundaries; shrewd eye for opportunities to improve efficiency

Ineffective behaviours

- Easily deflated when dealing with conflict or difficult issues
- Finds it hard to cope with the demands of a high profile role
- Fails to gain personal support from within or outside the school
- Takes externally imposed targets at face value, without evaluating them in light of realities in the school
- Does not recognise danger of burnout and continually takes on too much
- Under high levels of pressure becomes overly reactive or withdraws from role
- Little prioritisation of work-life balance. Becomes overly consumed by events within the school



Part Three

Additional Services

Development Centre - for headteachers, deputies and other leaders in school who wish to go through the assessment process to identify strengths and areas for development as the basis for improving future performance.

This consists of:

- Exercise 1: Behavioural Event Interview.
Candidates are interviewed about their daily practice and how they respond to challenging incidents.
- Exercise 2: Case study of a real primary or secondary school in a disadvantaged area.
Candidates will be invited to evaluate a range of data, e.g. Ofsted reports and prepare an action plan which is then presented to the governors/board.
- Exercise 3: Lesson observation
Candidates view a lesson in a secondary school. They then report back to a member of staff (assessor in role) on strengths and areas for development.
- Exercise 4: Group Exercises

Feedback

All candidates will receive feedback from a trained assessor and a written profile outlining their performance on the day. Profiles will reflect the feedback given to candidates.

Additional optional components

- 2 hour coaching session with a trained assessor.
- 360 degree feedback based on the 12 competencies.

Recruitment

For governing bodies wishing to appoint a head we offer an assessment service for candidates.

Candidates will be assessed against the 12 competencies set out in The Model of Urban School Leadership.

The Urban Leadership Centre will assess short-listed candidates using the 4 exercises previously outlined.

The Lead assessor will provide feedback to the governing body, reporting on strengths and development needs, thereby providing governing bodies with an additional body of evidence in the decision making process.

After the recruitment process is complete candidates will receive verbal feedback.

Whole School Leadership Development Strategy

Work with our consultants to develop a bespoke programme for your school.

360 Feedback

Our 360 report provides detailed feedback to highlight strengths and areas for development or consolidation by seeking feedback from line managers, direct reports, peers and colleagues. The questions are underpinned by the competencies set out in The Urban School Leadership Model.

Pulse

'Schools should shape for themselves a process that is simple and integrated with their routine management systems. Schools must listen to and do something about the views of their shareholders.' SEF Guidance, DCFS

Pulse is the ideal tool for addressing these requirements. It is about gathering feedback from those you work with which ultimately helps to ensure that coaching, development or any other change is embedded specifically in the school.

Pulse feedback is essential for:

- Tracking progress from current behaviour and targets towards personal and school development goals
- Reinforcing positive behaviour change – feedback is specific and timely
- Supporting and measuring the transfer of learning from training courses into the school
- Providing a visible reminder about your development
- Giving an agenda for developmental discussion with your SIP, adviser or governors
- Offering a check on your own perception of progress, so improving self-awareness

Support for Newly Appointed Heads

We provide bespoke support for newly appointed headteachers. For example, we look at your strengths and

development needs; identify the strengths and development needs of the team you have inherited; and offer personal, tailored and confidential support.

Headship Preparation

The number of applicants accepted for the redesigned National Professional Qualification for Headship programme has reduced by approximately 80% to target those no more than 12-18 months away from headship. The redesigned NPQH includes an assessment centre, a 360 and coaching. These elements are areas in which we have significant expertise. The Urban Leadership Centre can offer you invaluable support in your preparation for the NPQH.

Awareness Raising

We offer a one day course for providing an overview of the Urban School Leadership Model.

'A thoroughly enjoyable and thought provoking course. I found the programme invaluable and it has had great benefits in my school. Thank you'

Paul Jackson, Headteacher, St Kentigern's Primary School

Training for Consultants

Training courses for our consultants. To apply you should have experience of successful school headship or held a senior post in an education authority. To apply contact your local centre.

Online Leadership Development Tool

The Urban Leadership Pathway is a simple online leadership development, professional development and performance management tool. The key aim is to support the development of leadership skills in a systematic, coherent and professional way. ULP has been continually developed over a period of years culminating in a newly formed collaboration with Bluewave, an internationally recognised leader in IT provision – to bring you an updated, professional and cutting edge version of the tool.

Appendix

What the experts say about the Urban Leadership Framework

'Exciting and inspiring. This framework recognises the qualities needed to be a successful urban headteacher. I think it will have a profound impact on the status and achievements of school leaders. Working on this has made me feel privileged to be the head of an urban school.'

Diana Owen, Headteacher, Huntingdon Primary, Nottingham

'The potential of the competencies is significant. It is an excellent process for headteachers to get the best from all the teaching staff. Not only that, I can see enormous potential for local authorities to use the Urban Leadership Careers Pathways as a way of developing talent and supporting school leaders.'

Dame Sharon Hollows, Education Consultant and former Urban Headteacher

'I think the higher-order head teacher characteristics are extremely useful: the positive behaviours re-affirm what good heads do, and the negative behaviours are good reminders of how not to behave, because at times we all fall into negative behaviours and we need to be reminded of how to get out of them.'

Shahed Ahmed, Headteacher, Elmhurst Primary School, Newham, Chartered Urban Leader

'Excellent framework. I think it deals with the facets that are a little bit more intangible.'

John Laws, Headteacher, Hilton Primary School, Newcastle, Chartered Urban Leader

Footnotes:

- 1 *Ofsted. (April 2002) Achievement of Black Caribbean Pupils: Three Successful Primary Schools*
- 2 *Joan Fye (2004). A Model of School Leadership in Challenging Urban Environments. Nottingham: NCSL.*
- 3 *Office for Standards in Education. (2000) Improving City Schools. London: OFSTED*
- 4 *Joan Fye (2004). A Model of School Leadership in Challenging Urban Environments. Nottingham: NCSL.*
- 5 *www.YSC.com*
- 6 *The Urban Leadership Pathways is a web based development tool which accompanies The Urban School Leadership Model. Visit www.urbanleadershipcentre.com*
- 7 *<http://www.newschools.org/portfolio/newleaders.html>*
- 8 *Boyatzis, R. and Wily, J. (1982) The Competent Manager: A Model for Effective Performance. New York: John Wiley*
- 9 *Centre for Educational Research and Innovation (2001). New Approaches. OECD. Paris*
- 10 *Goleman, D. (1997) Emotional Intelligence: Why it can matter more than IQ, New York: Bantam Books*
- 11 *Fullan, M. (2003). The Moral Imperative of School Leadership. London: Sage Publication*

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DIAL Consultants Ltd

Urban Leadership Centre, Yorkshire and Humber

DIAL Consultants Ltd is the new and exciting company created to develop the growing business of the Urban Leadership Centre Ltd., in the Yorkshire and the Humber Region. The Company's motto "Connecting with Tomorrow's Leaders" indicates its determination to develop, recruit and sustain effective senior leadership teams, and especially heads, in urban primary and secondary schools and those working in disadvantaged communities.

DIAL consultants are hand picked and are recruited from the most successful urban school leaders.

9 Elwin Court
Balby
Doncaster DN4 8SH
Tel: 01302 738294

David Livsey: 07732 224760
Martyn Vickers: 07799 846092

**URBAN
LEADERSHIP
CENTRE LTD**

Urban Leadership Centre Ltd

PO Box 185
Hoylake CH29 9AY
Tel: 08454 304090
Fax: 08454 304091



Bourne Leaders Ltd
Support for School Leaders

Urban Leadership Centre, East Midlands

"Bourne Leaders Ltd is a company which is dedicated to the development of effective leaders and leadership teams in the East Midlands region. The consultants at Bourne Leaders Ltd are all experienced headteachers or education advisers with a wealth of leadership experience across primary and secondary schools.

The main aim is to promote the growing activities of the Urban Leadership Centre Ltd which in turn is focused on providing a comprehensive and innovative framework for the identification, recruitment and development of

urban leaders at all levels within schools. This is achieved by assessing progress in the required key skills and professional standards in terms of the experience and current role(s) of the individual.

Through a rigorous, well developed and robust set of competencies, aligned to a tried and tested strategy for their application, Bourne Leaders Ltd will challenge and support individuals whilst providing other measures which schools can use towards their ultimate goal of sustaining effective leadership and providing long term growth.



**SOUTHERN
EDUCATIONAL
LEADERSHIP
TRUST**

Roger Moore

Chief Executive
94 High Street
Thurlby
Bourne
Lincs PE10 0EE

t/f: 01778 424513
m: 07803 132751
e: roger.moore@ukonline.co.uk

Urban Leadership Centre, London, South East & South West

The Southern Educational Leadership Trust (SELT) has developed seamlessly from its parent organisation, Education Management South East (EMSE), which was formed in 1996.

In April 2006, SELT was formally incorporated as an independent charitable company limited by the organisation although working mainly in the South East and South West has recently been awarded the NCSL contract for delivering the National Programme for the NPQH in London, the South East and the South West.

The work of SELT is overseen by a Board of Trustees, which consists of representatives from partner organisations and independent consultants.

The Urban Leadership Products will be managed by the newly formed commercial arm of SELT, SELT Enterprises Limited.

**University of
Greenwich**
6 Alexander Grove
Kings Hill
West Malling
Kent ME19 4GR

Frank Clare
Chief Executive
NPQH Centre Manager
e: frank.clare@selt.org.uk
t: 01732 520656

Marie Gosling
Urban Leadership
Coordinator
e: marie.gosling@selt.org.uk

www.selt.org.uk

Other regional offices are due to open in the coming year. To find out more please visit:

www.urbanleadershipcentre.com