

SCHOOL STAFF: HEAD TEACHERS

WORKING AS COLLECTIVES

Every Head Teacher agrees that collaboration is a good thing. However, many do not see why it needs to be formalised, nor the need for an Executive Head Teacher.

Head Teachers all see the theoretical benefits of working together but many believe such collaboration is already in place under the current leadership structure.

Those who like the existing system tell us that they enjoy the ability to be selective in when and what they collaborate on.

Informal collaboration works best for those who have capacity/time to be involved. In existing school clusters, larger schools are more positive about the status quo and less positive about the idea of introducing an Executive Head Teacher role.

“We do have a very well organised collaborative system in HALCO. As Head Teachers we have the freedom to opt in and out of things - collaborate in smaller groups when an idea works for certain schools. Our collaboration doesn’t have to be one size fits all. We retain the independence and freedom to decide what our individual priorities are and are not. I’d be concerned about the new model imposing things at a cluster level that might take our time and independence away.”

“I think we absolutely do have elements of team working already across our clusters. For me this model builds it into the system. Just now it feels like an add-on... it’s hard to find the time to get together around our other commitments. It’s hard to get everybody’s voice heard. So for me this is about taking the cluster model and refining it. Some of our clusters are too unwieldy - it’s hard to get 10/12 Heads around one table. Having collective working at a more manageable size and embedded within the model would help. I think we all agree that collaboration has been successful. The new model secures that within the system and helps make it more manageable and achievable.”

“In principle having support from other schools is great. The formal time for meeting and actually working together would be essential - so that people can’t retreat back to their own school and not engage. Coming from an island school, that parity is essential. Larger schools are not better, they cannot have a larger voice. Staffing, recruitment, etc need a very different approach in different schools. So there must be that very clear understanding of the contexts of the different schools. We need equity.”

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“This is what we do already, working in clusters. Yes it is a good idea but I don’t see how it’s any different to what we already do. In any context, working together is always a good idea.”

“Joint working exists and is effective, when people are on board. Collaboration relies on everybody being on board, and maybe being formalised - I think the new formal structure would be able to raise the agenda of working together.”

“Collective working is a good idea. Historically it has depended on where you are and who your colleagues are. In the past I have seen some great examples of collaborative work, but not every area is like that. You will get some schools who want to opt out. In my view collective working will need to be structured and formalised. Mandated. There can be a diversity of School types, but there needs to be parity of esteem. And there needs to be honesty. Different schools have very different needs. But I think collective working is a very good idea and should be happening.”

“I was Head of an extremely small school, which is a lonely job. But we had developed an informal collective of five schools. Sports days together, moderation activities together, etc. For us it really worked. Until two of the schools were mothballed. We chose our own collective - we were similar schools, we understood each other’s issues - and that’s how our collective worked well. I think any collectives going forward have to be developed with an understanding of context. And I think that’s really difficult. Schools will need an understanding of how each other work and what they each face. The collective may not have to be all one size or type of school, but they do need to really deeply understand each other.”

“We need to think more globally across Argyll and Bute. The authority can feel very disjointed. We don’t have recruitment problems in HALCO, so it’s hard for us to accept that aspect of the reasons for change. But look at Campbeltown, and how different it can be. The Council feels disjointed. So from an Executive Head Teacher perspective, this model might be an opportunity for a more strategic, thought through piece of planning that everybody gets on board with. You hear about other authorities where a new strategy is shared across every school, whereas Argyll and Bute just isn’t like that.”

“I think Head Teacher personalities are important here. We’re all used to be bosses of our own worlds. HALCO is pretty competitive, Islay is more collaborative, etc. Politics are a reality. The context of each collective is really important. One Head Teacher can destroy the whole thing.”



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CRITERIA AROUND COLLECTIVES

Head Teachers are critical of the proposed model's lack of detail. Every Head wants to know what their own school's collective will look like - but at this stage of the process collectives have not yet been defined.



“I don’t know whether this would be a collective of rural schools, or small schools, or nearby schools. Each of those collectives would look very different and impact my school in a very different way. When I’m asked to think about this new model in principle, I get concerned. I need specifics. I need to know who would be my collective.”

“Working together is excellent and we need to do more of it, but it’s hard to know how these new smaller collectives will be formed - and might they restrict the types of schools we can work with?”

“I worry that the formal collective groups may not work as well as the informal groups that have already formed. I can see they might look and say these two schools have both got Gaelic so shove them together, when that isn’t the right pairing.”

“I can see the benefits across the whole authority. The biggest stumbling block for me is that for HALCO is that it’s hard to see how this job would fit in our area. You’re going to have to know the detail, how this would work for us, before we can discuss it. If we look back to the originally suggested early adopters, you saw collectives that didn’t even total the pupil numbers of one of our schools here in HALCO. If we tried it here, the staff and pupil numbers would be huge. It may be that HALCO does not fit the rationale behind the proposals - maybe when we look into the next stage of consultation we see that HALCO is an exception.”

“Knowing the HALCO cluster has good collaborative procedures in place already ... I think all clusters need to be working together. All schools need to be strong, together. For me, the HALCO cluster is too large to work this way. It will not work well for our area because of the sheer numbers of staff and pupils involved. We already have a model that works and need to enhance. An Executive Head coming in would not support the collective way we work, it would undermine it. We are already collective leaders. We’re already doing it and this model just puts barriers and limits in place.”

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NON-TEACHING HEADS

Non-teaching roles would be welcomed but are seen as unrealistic.

Each session had a mix of teaching and non-teaching Heads - both sharing their perspectives. Heads who currently teach were particularly resistant to the concept.

However, teaching Heads all described the challenges of dividing their time - being in the classroom when other responsibilities demand their attention. Even those who most value the teaching elements of their roles acknowledged the inherent challenges - for example limited capacity for the strategic side of their jobs.

There was no comment however on whether having different kinds of Head Teacher role (teaching and non-teaching) helps or hinders equity of education delivery for children and young people.



“I feel the role of a Head is to lead. We’re the lead practitioner. I’m not a class teacher but I can choose to spend time in classes. I use that time to look at pupil voice, pupil experience, etc. I spend time with my children, but with a leadership focus rather than a teaching focus. I find that changes your leadership and the quality of your leadership. It’s about self evaluation and listening to the pupil voice. I think being non teaching is a good idea, but Heads still need to be in classrooms.”

“I strongly feel that Heads should not have a teaching commitment. I did it for seven years and loved it, but I felt I was doing two jobs badly instead of one job well. I do understand that in smaller schools some people are attracted to the job for its mix of teaching and non. I do teach, when I can I choose to do it strategically - I teach to cover a teacher when they are leading on a project. I use my time to free up theirs. I think Heads should have the autonomy to do that sort of thing - strategically use their time. I think we need to be careful not to conflate non teaching with never teaching.”

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NON-TEACHING HEADS

Comments from
teaching Heads.

“Interruptions during class times are difficult too - having to answer important phone calls when I should be in the middle of a class. I would like to be pulled in less directions. And less unnecessary emails - important things end up lost in the list, especially on teaching days when emails stack up. I have to spend evenings dealing with those instead of planning lessons.”

“I like that being a teaching Head lets me know exactly where every child is in their learning at any point. The community nature of small schools is great, but equally challenging. It can be suffocating when things go wrong. Even trying to find time when people want to speak to you is hard. It would be nice to have more time to look at developing my school without constantly being pulled away to teach or cover a gap.”

“I felt like I have two full time jobs and not enough time to do either of them well. It feels now like there is always something else and something else. It's unrealistic being a teaching head, but with a specialism coming in to fill that time anyway, will it just make you even less in touch with the job in front of you - your school?”

“I teach 70% of the week and I love that. But there's a never ending list of things to do. Return to work interviews, cover for staff, child's plans. They're all important, but it's trying to juggle everything. I like to be able to look forward and plan how we can improve - but we're stuck in the day to day. I feel like I'm not doing the best I can do. The biggest challenge is time. But I don't want to reduce the time teaching. I enjoy it. It's important that I know the children and build relationships. I don't think I could be a good Head Teacher without it.”

“Obviously a lot of senior leadership staff in smaller schools are more used to teaching. I do love doing it, but I am teaching too much at the moment and it is impacting on my strategic work. Our community like to see the Head teaching, because they see it as a direct link with the pupils. I believe I can get that direct relationship in other ways, but the community can be very single-minded about it.”

Comments from
non-teaching Heads.

“In the new model you could still cover classes, or take classes to let your teachers have time to develop professionally and do training. I think it's vital that any leader is visible and seen - I don't have the day to day with a class, but I have the ability to be in all of my settings, from nursery to classrooms and meet all my staff regularly.”

“Teaching as a Head must be difficult, to do both things well. But I do enjoy going into the classes - without teaching. But I do have to cover sometimes. It's not cut and dried, especially where we have no cover teachers.”

“I've been in roles before with really heavy teaching commitment and it was extremely challenging, but I want to keep some of it. I'd like to see teaching commitments reduced rather than removed. I have worked with Heads before who stayed totally out of classrooms - who never took a class - and did not find it to be a good thing.”

“Being able to go to meetings and not say 'I'm sorry, I'm teaching today' is amazing.”

“I know how overwhelmed I feel watching my emails coming in - how can a teaching Head look at that inbox after a full day of teaching?”

“I'm non-teaching and I'm still working 60 hours a week. I'm concerned about adding a specialism to that and me ending up with 65 hours a week. Taking us out of the classroom may not be enough. Something needs to change on the balance of our whole working week before I would consider taking on anything new”

Suggestions.

“I'm very lucky to be a non-teaching Head already. I know how difficult a teaching commitment can be to juggle with taking your school forward. My worry is that we set out with these good intentions and then the supply situation blows it all up. One person being off long-term could destroy all our plans. Maybe we need a permanent cluster supply teacher, or some other innovative solution to permanently solve our supply problem.”

SCHOOL STAFF: HEAD TEACHERS

EXECUTIVE HEAD TEACHERS

This is, by far, the most controversial element of the model for Head Teachers. The role is not fully defined or understood and there are fears that it is largely about reducing the autonomy of existing Heads.

Heads are concerned about who might fill the Executive Teacher role in their own collective. It is rightly seen by many as a critical role, and we heard common concerns about whether the experience/quality is present in existing local cohorts to enable recruitment from within.

Secondly, the Executive Head Teacher is seen by many as providing scrutiny and accountability for our Head Teachers. For many, the concern is having their daily performance and decision-making closely examined. Head Teachers are worried that their decisions may be overruled or undermined.

The lack of buy-in to the Executive Head Teacher role is evident in conversations about Education Officers and Education Managers. When considering that the new role might provide similar support for Head Teachers, but on a more dedicated, school-based level, it was often still dismissed as “just another level of management” - despite EOs and EMs having been highly valued.

“There are always going to be personalities involved. Any micromanagement over Head Teachers is always disastrous. Any Executive Head Teacher has to be capable of trusting and allowing their team to run with ideas. They will need very good leadership skills. The appointment has to be done sensitively, with cognisance of who is in the collective. Head Teachers come with a vast raft of experience and that profile needs to be recognised.”

“I know there is good cluster working in some parts of Argyll and Bute, but not all parts. All it takes is for one person to leave, or move on, and the whole collaboration grinds to a halt. So many projects lose momentum. Having a person there to make sure things do come to fruition, would help. I do believe the Executive Head Teacher role is important.”

“I agree that we would need an Executive Head Teacher, to oversee all the specialist remits of the Heads and pull it all together. I’m seeing the collective as a huge school - you need someone responsible for keeping it all going. We have Education Managers but we have lost Education Officers, and I feel the EM role is too much now. We need somebody closer, who knows the schools. I see this Executive Head Teacher as being like an EO.”

“If this model were to go ahead I think schools within a collective should have some input on who is chosen - to make it work. I think the Heads of School would have to have their input, to be invested in it.”

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EXECUTIVE HEAD TEACHERS

Comments
against the role.

“We all say we like the strategic part of our roles, so why would we want an Executive Head Teacher to take that part of our job away? I don’t think we need to be removed from being Head Teachers. The money from Executive Head Teachers should be spent instead on supporting us as Heads with more staff in our schools. We don’t need to be led.”

“What if the Executive Head Teacher doesn’t agree with my feelings and needs on my school’s direction? Would my voice ever be heard?”

“Executive Head Teachers exist already in a few instances - I haven’t seen a body of evidence anywhere that shows Executive Head Teachers drive actual improvement for children.”

“Education Officers work well because they are an outside role. As individual schools we all felt listened to and supported well, when we had more Education Officers. I feel strongly that Education Officers are a better choice than Executive Head Teachers.”

“I don’t want to be an Executive Head Teacher, but I also don’t want a poor Executive Head Teacher brought in over me.”

“Whilst I don’t want to be an Executive Head Teacher I am very cautious about who might be that person. We all have our own opinions as Heads.”

“What if you got the wrong person in the Executive Head Teacher role? I’ve been there before.”

“I need someone who sits alongside me at my level, not above me. It can be a lonely job. I need someone who is beside me, who understands the context of the school. Not above me.”

“When Heads become Heads of School, I think the things being taken away from the role are dangerous. PRDs for example, I have a peer process which works really well - it’s empowering and challenging and is already in place. My Education Manager is well placed to do things like my PRD. There is a better system already in place without changing and upheaval of our whole system.”

“We have Education Managers, and I don’t know how much the Executive Head Teachers might work together. They might be too insular, too inward looking. When I need advice, I want someone who is in charge of and has experience of more schools, not just a few schools in a collective. That broad experience is invaluable.”

Comments
in favour of the role.

“The Executive Head Teacher would be about having oversight. Not needing an Executive Head Teacher in a collective is like saying that I have teachers leading their classes well, so why would they need me as a Head to lead them? I equate the Executive Head Teacher role to that model. Heads of school lead their schools, but someone with oversight across a few schools would have the remit to help them work together. It would build coherence and facilitate communication. Cluster working works organically, but by building this collaboration in and making it a person’s responsibility we would ensure it permanently and consistently.”

“I equate this Executive Head Teacher role for a collective with my own role as Head Teacher within a school. The benefit for me is also where it sits within the hierarchy. It’s like having an Education Manager on hand focusing on our small area and our few schools. I think it’s a huge benefit.”

“I do think what could be beneficial is to have support and scrutiny. Small schools are sometimes left to just get on with things. I would enjoy having someone more experienced to tell me what has worked in other schools etc. I might be constantly reinventing the wheel unnecessarily here in my school. Also with resources and budgets. We’ve had money left over in our budget thanks to recruitment struggles, so I would like to have been able to share that amongst my cluster and put it where it’s needed - as a way of helping with equity. If the Executive Head Teacher can help us do that, it would be really positive.”

“If this model were to go ahead I think schools within a collective should have some input on who is chosen - to make it work. I think the Heads of School would have to have their input, to be invested in it.”

“I think we had a great experience with a past Quality Assurance Officer, but I know other clusters had less helpful Officers. We had monthly visits that were challenging, rigorous, and motivating. A positive experience. And that worked for us. It helped me feel confident that our school was heading in the right direction. That was already in place. If you have an Executive Head Teacher who be like that, it could be great.”

“I know people who have been developed into potential leaders but look at the demanding Head Teacher role and say ‘no thanks’. Leaders need more support and I think the collective model would provide that. Head Teacher can be quite a lonely role, sitting at the head of the school.”

“I think the Executive Head Teacher role can work, but it needs a strong leader. You have to delegate and allow people to run their own areas - and trust them to do so.”

“The Executive Head Teacher role is required. We need that overview of the team of Heads. The parity will be essential. There is a concern that the bigger schools will always hold sway over the smaller schools. We will need the Executive Head Teacher to be able to get to all of their schools, on a practical level.”

“We need to have someone to keep the big picture. I see the Executive Head Teacher being like the Education Officer role, which we recently lost. Someone to deal with the national picture, and to deal with the authority so that we don’t have to. Someone to keep the collective moving forward. My concern is for that person to listen to everybody’s voice and keep equity in mind. As a smaller school. You can lose confidence - focus on your teaching commitment, your challenges, and keep your voice on the bigger stage quiet. This Executive Head Teacher will need to be very people-smart and parent smart.”

SCHOOL STAFF: HEAD TEACHERS

EXECUTIVE HEAD TEACHERS

Head Teachers are not yet sure what the Executive Head Teacher's remit will be, or how they would work with the central team.

"I want to know what the role actually entails. I worked under an Executive Head Teacher in a previous role. It was really positive. I want to know what happens to the existing central system. In my past role, the remit of a Head was supposed to change and eventually we realised the roles didn't actually change at all - so we reverted to the title of Head Teacher after three years."

"With the Executive Head Teacher being brought in what are the central team actually going to do? Nothing?"

"A remit of this role would be more helpful. It's very important that each school keeps its own identity. I think the central team is far too big. Depending on what area you are in affects what support you get. The Executive Head Teacher brings a local context that you don't get from the central team. Looking at ASN allocation as a collective would be so powerful. We speak about pathways, numeracy pathways etc as a cluster- and then we go back to their school and get caught up in the day to day. I think this would keep it front of mind."

"I need to see remits. We are used to being our own leaders. I didn't apply to be a Head of School and to be managed by someone else. Until we get a Head of School role and Executive Head Teacher role with strong remit, I can't make an informed decision."



"There does need to be a person with an overall vision, so other people in the collective team know someone has the strategic overview. I think the next stage will have to be going over scenarios and examples, to work out the practical reality of how this structure would work. I think the Executive Head Teacher role could be quite lonely."

"Having an Education Manager and a good relationship with them - and highly experienced Heads in our area - it seems the Executive Head Teacher could have a tricky working relationship, having less experience than the Heads they are supposed to manage. What will the Executive Head Teacher bring to the job? Their own personal skills and specialities - and will those be matched to the collective's needs? We do have our Education Manager already but my fear is that our time might be consumed with meetings with the Executive Head Teacher. We're all here to learn and if the Executive Head Teacher can add string new to our conversations and collaborations, then great. But it's not clear for us yet what that would look like."

"I'm not a teaching head, but technically I do have a small teaching commitment - I manage to avoid that by staffing well. I do believe non-teaching roles are a good idea but I do feel we should still have Head Teachers as we do now, but with less teaching commitment. I don't see why we need Executive Heads etc to achieve that."

"I would like to be able to engage in more professional learning - I just don't have time. And I'm non-teaching. The model doesn't offer me any more capacity. An Executive Head Teacher wouldn't have the depth of knowledge to help with any of my tasks."

"I love the autonomy and empowerment I have to lead change within my own setting. Being able to drive change, make decisions of my own is the best part of being a Head for me."

SCHOOL STAFF: HEAD TEACHERS**SPECIALISMS FOR HEADS OF SCHOOLS**

Specialisms, as an idea, are polarising. Head Teachers do recognise the value of specialist resource in the collective model but there is no clarity at the current stage on how the specialisms would be assigned, and how they would work day-to-day.

Many Head Teachers are struggling to see where the capacity will come from. At its simplest, they see teaching time being replaced by a specialism.

“My day is full as a non-teaching head. I don’t get a lunch break, let alone time to manage a specialism. So what has to change in order for me to have time to do this? I see the benefit of specialisms, but I need to know how it would work practically.”



SCHOOL STAFF: HEAD TEACHERS

SPECIALISMS FOR HEADS OF SCHOOLS

“I like the idea of it being linked to the national improvement plan. Each school could be developing one area on behalf of the whole cluster - in that way it could be really good.”

“I think the specialisms are a good idea. I think they would be formed true to the needs of the collective and its improvement needs. It’s important that it doesn’t need to be specialisms on pedagogy like numeracy - they could be parental engagement, or ASN, etc. It can be about the direction on education in Scotland and an opportunity to lead/contribute to that and raise improvement across the collective. These specialisms would be about bringing in different skills to our team. I don’t like the word specialism, but I like the idea. And when that feeds down to the day to day is through the improvement agenda of each school. I don’t see it working terms of calling another Head up for advice on a specific issue - but about sharing support when there is a persistent, ongoing problem. Sharing best practice etc and examples of how another school outwith our collective has tackled the issue successfully.”

“My day is full as a non-teaching head. I don’t get a lunch break, let alone time to manage a specialism. So what has to change in order for me to have time to do this? I see the benefit of specialisms, but I need to know how it would work practically.”

“I have members of staff who would be much more skilled in some specialist areas than I am, and I want to encourage them. I wouldn’t want to shoehorn anyone into a specialism to which they were not suited - that could be very dangerous indeed.”

“I would like to be able to use the specialisms I have which I’m using in this small community - I feel I can contribute on a wider scale and it would be nice to work with other people, collaborative, empowering leaders at all levels - like working with our PTs and building capacity in every role.”

“What if specialism is being led by someone who doesn’t match my pedagogical experience? Do I need to change/reduce to fit into the collective.”

“It does sound interesting. But on the operational side. How long would the specialism last, how many specialisms? What if we all want the same specialism? If we don’t like the post of Head of School, and we move out of the LA? You put all the capacity into that person to become that specialist, then you lose them? You have to be training up the next layer of specialists.”

“I think specialisms are a great idea. Getting your teeth into some professional development. But some specialisms may be bigger than others. We need to watch that individuals are not overloaded, taking on way more than others. So workload and balance are my concerns. I think balancing the amount of work in a specialism is key.”

“We used to have PT days for secondary Heads of department. All the maths PTs would come together, and so on. I can see specialist meetings like that for all the specialists an area to meet, then bring learnings back to their collective. Maybe it’s more of a cluster remit? We can all adapt and learn new things and new specialisms. I think these specialisms could help to build stronger links with other schools and stronger links to the Northern Alliance.”

“This proposed structure only adds pressure to the Heads of bigger schools - and adds a tokenistic ‘specialism’ that is not thoroughly applied. In bigger schools we don’t need to fix a model that is not broken. Our PTs and Deputes specialise in the things we want them to, and we as Head Teachers are actively strategically working with them on a day to day basis.”

“I don’t think it needs to be the Heads who hold these specialisms. We have newly appointed Head Teachers - some of them have risen straight from being a teacher - they won’t necessarily have the knowledge that someone like me has built up over years. Firstly a specialist would need to have a genuine enthusiasm for their subject area, secondly they would need a realistic level of experience. I think our specialists can be at any professional level.”

“I’d like to know how these specialisms or responsibilities would actually work day to day. Is the head’s email inbox going to be flooded every day? I have responsibility for two schools already, then there will be the collective responsibilities, where might this fit in on top? I worry about the burden on individual Heads of Schools - how much work will this specialism be?”

“Specialisms might give the opportunity to get your teeth into something a bit more - one big task instead of lots of bitty things. I imagine the specialists doing things like leading an in service day, giving presentations about their specialism, etc. Not the idea of someone phoning me for advice any time and any moment.”

“In theory specialisms are a great idea, giving expertise across a collective. But again I question the time management side of things. Guaranteeing that time is protected would be essential.”

Suggestions

“I would like a very clear remit of what these specialisms are and how they would be used. Maybe instead of an Executive Head Teacher above me I would like extra time from my PTs, or scope workload of teachers to be looked at, giving them time to be developed into curricular leaders. It would be great to say to a teacher that we value them enough to give them the skills to develop, freeing my PTs up, and in turn me.”

“I feel we are all trying to be jacks of all trades. I don’t see this as being that people will phone you up and interrupt you for advice. I think you’ll get emails and you’ll organise meetings. We’re all looking at improvement and self evaluation within our own schools - having someone looking at that strategically, as a specialism across a whole cluster would lighten the load. In career terms you don’t want a specialist to get stuck in one area, I think we need to build in flexibility.”

SCHOOL STAFF: HEAD TEACHERS

A MORE ATTRACTIVE OFFER

“The new model is a refresh. It does offer different opportunities for everybody. We do all have unique skills, and a level of expertise that is maybe being held within individual schools but could do more collectively. I remember being told that a good teacher is a good teacher - it’s about using that ability. I’m really excited about the prospect of a collective covering the whole remit from early years to secondary. Preventing people from being bogged down in one role forever.”

“I try to encourage staff on and encourage them to apply for things. But when opportunities come up a lot of staff say ‘I don’t like it if the buck stops with me’. I hope the collective model might encourage a few more people to look at promotions. I think this model maybe offers people some more confidence.”

“In the new model I would be really interested in having a shot at Executive Head. It looks like a different kind of challenge. I can also imagine myself as a Head of school, taking on a specialism, and thriving. I think the Education Officer role has changed now - this Executive Head Teacher model sounds much more achievable than how the EO role used to work. I can’t compare with how it works now.”

“I’ll be retired in five years. Looking around Argyll and Bute at Head Teachers meetings, it did used to feel that our profession was ageing fast. I think collective leadership can help really develop the up and coming younger workforce. I think it might help for the specialisms to be devolved to Deputes and PTs at some point, to help develop future leaders.”

“I think people are hesitant (myself included) about the whole thing is down to how ‘McCrone’ was brought in. Everyone was doing the extra hours and we felt that by accepting McCrone proposals we would be paid for them. Unfortunately what happened was that teachers had to account for the hours, have increased CPD, increased improvement planning ... the list goes on.”



SCHOOL STAFF: HEAD TEACHERS

THE HEAD OF SCHOOL ROLE

The change of title from Head Teacher to Head of School is causing distrust in the whole proposal. This remains a major barrier to open discussion with Head Teachers.

“We are a suspicious and highly unionised profession, and the job title change makes us very concerned. It feels like a trick is being pulled.”

“I think it’s unfortunate to take the Head Teacher title away from Heads, especially without it being officially job sized. Don’t take that away from me. It’s obviously meant to be lesser, with less pay and less conditions.”

“I’m a Head Teacher not a Head of School. I don’t know what a Head of School is.”

“When people talk about how they love being Head Teacher, it’s not the title. A doctor is a doctor, and we are Head Teachers. It’s our occupation, not just a title.”

“If we took everything else out, is collective leadership a good idea? Yes. It brings great benefits. But I don’t know why Head Teachers need to lose their position.”

“In my past experience working in a similar model we were called Head of School. This changed back to the Head Teacher title because at NVQH meetings, Heads felt like lesser mortals compared to Head Teachers from other areas.”

“I think the very fact I am going to be demoted from Head Teacher tells you everything you need to know.”

“The only concern for me might be around Head of School vs Head Teacher roles. This specialism enhances the strategic role of these people, so why change their name?”

“The Head role is being enhanced - added to - but then why is the title changing? I don’t see a substantive change which requires changing the name.”

SCHOOL STAFF: HEAD TEACHERS

ISLAND SCHOOLS

Heads of island schools face the same challenges as others, but some of those challenges are made more complex by their island context.

“Our biggest challenges are staffing and recruitment. It’s hard for anyone to find a home here on the island on a part-time teaching salary.”

“Sometimes there is a perception that just because you’re a small school you have less paperwork - but the paperwork and management side is still there. And it can be very challenging.”

“Any collectives have to be developed with an understanding of context. The collective may not have to be all one size or type of school, but they do need to really deeply understand each other.”

“Coming from an island school, parity is essential. Larger schools are not better, they cannot have a larger voice.”



SCHOOL STAFF: HEAD TEACHERS

SMALLER/RURAL SCHOOLS

Heads of smaller schools worry about losing their schools' unique identities in a collective, but see the advantages of formalised collaboration.

“Outwith Scotland I have worked under an Executive Head model and the identities of different schools seems to go. It makes for a homogeneous group and the small schools lose out.”

“Being a teaching Head in a small school means I have to handle everything. I would like to be pulled in less directions.”

“Small schools are sometimes left to just get on with things. I would enjoy having an Executive Head Teacher - someone more experienced to tell me what has worked in other schools etc.”

“The Head Teacher role, as it stands - I know every single child in my school and I know their families. Parents want that. I don't believe an Executive Head Teacher will be able to do that to the same depth across five schools.”



“I think this does have the potential to help people progress. In a small school, staff can become quite isolated and set in their ways, and the collective could open things up for them.”

SCHOOL STAFF: HEAD TEACHERS

LARGER/URBAN SCHOOLS

Bigger schools already have staff structures in place that deliver some of the benefits promised by the new model.

“You hear about other authorities where a new strategy is shared across every school, whereas Argyll and Bute just isn’t like that. The authority can feel very disjointed.”

“I believe there is no way of really protecting people’s time.”



“I’m non-teaching, but I chose to teach one period a week. I think it’s important to muck in and show the troops you can still do it.”

“There may be a lot of travelling for an EHT to do, so we need to think about the practicalities of that. Look at Oban/Tiree or Dunoon/Cambeltown, with a three hour drive or a ferry to catch between schools.”

“Specialisms couldn’t be applied to bigger schools who already have their own structured management teams in place internally. Our Principal Teachers and Deputes specialise in the things we want them to. In bigger schools we don’t need to fix a model that is not broken.”

SCHOOL STAFF

MIDDLE LEADERSHIP

Middle leaders are concerned about their own place in schools under the proposed model. They have concerns about working under a Head of School, whose role is not currently clear.

Methodology

The Empowering our Educators website included a dedicated area for school staff, with tailored information relevant to them.

Materials were shared with all school staff via direct email and also disseminated by their Head Teachers, many of whom self-organised discussions within their schools.

Two webinars for school staff took place, led by the Heads of Service and the Education Manager (Transformation).

School staff were directed back to the Empowering our Educators website to have their say and input into the ongoing development of the proposal. At this point they were able to indicate their role, allowing us to segment the middle leadership data.

Responses were received from 31 middle leadership respondents, of 245 total* employed across Argyll and Bute's schools at the time.

* Argyll and Bute has 49 Depute Head Teachers, one Faculty Head, and 195 Principal Teachers in its schools as of April 2022.

Observations

Middle leaders like Depute Head Teachers, Faculty Leaders and Principal Teachers do not know what might happen to their roles under the proposed model. The proposal that existing school staff and support remains as-is has not been made clear enough.

They do not think the Head of School role is attractive or aspirational - partly because of the title. They view it as a lesser role than Head Teacher.

Middle leaders in particular would like to see a pilot scheme built in to the plans if the proposals move forward. Test, assess, report and develop accordingly.



SCHOOL STAFF: MIDDLE LEADERSHIP

WHAT ABOUT ME?

Middle leaders like Depute Head Teachers, Faculty Leaders and Principal Teachers do not know what might happen to their roles under the proposed model.



“What will happen to my Principal Teacher job? If I am no longer a PT who will run the school when the Head Teacher is absent or out of school completing their job across the collective? Am I to do this anyway, despite not being a PT? Basically for free? I think staff will leave as a result of this. Why would I stay and do the same work for less pay if I am no longer a Principal Teacher?”

“I know we need to be looking at the bigger picture but I feel that a lot of staff, in these insecure and worrying times, will look at how it will affect them directly. I would argue that what affects us directly affects the pupils and I am wary of increased workload for middle leaders here, taking away time we could be improving learning experiences and departmental developments.”

“Will this proposal reduce the prospect of promoted posts in the area? As someone in a promoted post who has completed Into Headship, although does not want to be in a Headship role at present, will there still be opportunities for promoted posts - Depute Head - or will these be reduced due to the restructuring?”

“I am deeply concerned that the role I currently fulfill and which is vital to the running of the small school will disappear. My post has been held as temporary in spite of my representations made to management to change the status to permanent. My fear is that the additional responsibilities I fulfill will remain with me, but that my salary will revert to that of class teacher.”

SCHOOL STAFF: MIDDLE LEADERSHIP

THE HEAD OF SCHOOL ROLE

Middle leaders do not think the Head of School role is attractive or aspirational. The title leads to it being seen as 'lesser' than a Head Teacher.

“For me the lack of career progression is my main concern. Further to this, the approach is not equitable across Scotland. Heads of Schools/Senior Depute Head Teachers - would everyone understand what this means in other local authorities?”

“If there is a recruitment crisis for Head Teachers in primary schools it will be due to the significant challenges of the role already. Making that position within the school a ‘Head of School’ makes the position less attractive.”



“It is my aspiration to one day be a permanent Head Teacher. I want to be able to lead my school community both in terms of the operational aspects of school improvement and also the strategic. Unless I was to be appointed as an Executive Head Teacher, the strategic element of things has, it seems, been removed from the position of Senior Depute or Head of School and in all honesty, neither of these roles are what I desire to be because it will not be me who has the overall influence. It will be the Executive Head Teacher in terms of influencing the direction of the school, albeit in consultation and collaboration with colleagues. The chances of one day becoming an Executive Head Teacher myself are also limited as those who will move into this role are likely to be in them for quite some time if this was a route I wanted to pursue.”

“Will ‘Heads of School’ really have more time to run the schools if they are still part of the strategic team with their own designated specialism?”

“The proposal has said Heads of Schools will have specialist areas, how will this be decided? Do they need to have an additional qualification or just an interest in a particular area?”

“Having an effective leader who is in the school is vital. Staff need support of a Head Teacher who is in the building.”

“A lack of team autonomy would discourage an environment of trust and personal responsibility; it would discourage leadership qualities, stifle opportunities for creativity and ultimately lead to an increase in employee turnover.”

SCHOOL STAFF: MIDDLE LEADERSHIP**PILOT SCHEMES**

Middle leaders in particular would like to see a pilot scheme built in to the plans if the proposals move forward. Test, assess, report and develop accordingly.



“I truly think there needs to be pilots conducted. We have a model in terms of Joint Head Teachers of primaries and secondaries. If an opportunity presented itself, are we able to do so with a secondary and primary collective model?”

“More definitive information please. The authority could simply create more shared Headship roles as existing Head Teachers retire to address the issue of recruitment. I would be happier once a pilot was run to see the impact and hear the views of those involved.”

“There is not enough information about the proposal. There is no detail. It is very hard to understand how this will work and how it will affect my job or school without the detail!”

SCHOOL STAFF

TEACHERS

There is a critical lack of trust in the Council, and by extension the proposal, among teaching staff, and misunderstanding around a perceived 'loss' of Head Teacher roles from schools.

Methodology

The Empowering our Educators website included a dedicated area for school staff, with tailored information relevant to them.

Materials were shared with Head Teachers via email and general school contacts via email, to then be disseminated to all school staff. Many of whom self-organised discussions within their schools.

Two webinars for school staff took place, led by the Heads of Service and the Education Manager (Transformation).

School staff were directed back to the Empowering our Educators website to have their say and input into the ongoing development of the proposal. At this point they were able to indicate their role, allowing us to segment the classroom teachers data.

Responses were received from 81 teachers, of 680 total across Argyll and Bute's schools as of April 2022.



Observations

Teachers demonstrate a mistrust of management or authority in general and the Council specifically. This manifested in mistrust of the proposal, with many concluding it must be primarily a cost-cutting exercise.

Teachers do not understand how the new Head of School role differs from the existing role of Head Teacher. Because of that they don't see why the change is proposed - again surmising it must therefore really be about cost-cutting.

Many teachers mistakenly think their Head Teacher would be removed, leaving nobody on-site to run the school. This is a huge worry and a barrier to engagement with the rest of the proposal.

Most teachers see the Executive Head Teacher as another level of management in an already top-heavy model.

With a lack of clarity on how schools will run day-to-day under the proposed model, teachers make assumptions that methods like remote teaching may be relied upon.

Teachers feel the proposal could work for smaller schools banding together, but not larger schools. And it could work for rural schools, but not urban. Most (but not all) feel that primary and secondary schools are simply too different to work well together.

Teachers understandably feel personally invested in and attached to their own schools. They worry about intangible 'school identity' being lost in the collective model, but struggle to articulate what they actually mean by 'school identity' on a practical level.

SCHOOL STAFF: TEACHERS

LACK OF TRUST

Teachers responses make clear that they do not trust authority in general and the Council specifically. They do not trust the proposal, and conclude it must be primarily a cost-cutting exercise.

“This proposal strikes me as yet another long term money saving exercise. I believe the educational justification is very weak.”

“The ‘Executive Head Teachers’ are being handed a great deal of power and influence over our local communities - how democratic, open and transparent will their appointments be?”

“I would be concerned that this lack of ‘seniority’ could have a knock on effect on pay and also on wider reputation.”

“Until this authority addresses the way it treats its employees and values them equally as it should, we will continue to have this recruitment problem regardless of the structure we are working within. I work with teachers in Argyll and Bute do not want to become Head Teachers or take on promoted posts because they witness daily the lack of support Head Teachers receive and the immense work load of promoted posts. I don’t think anything about this will change under this new structure.”

“After listening to and reflecting on discussions from colleagues and Parent Councils, a key challenge is the lack of trust, for many reasons both evidenced and anecdotal, between school-based staff and parents, and council wide leadership. This needs addressed before significant changes are proposed. We need an education system built on mutual trust, cooperation and highly effective communication.”

“Here is what schools need:

- more classroom assistants!
- more in person training on specific subjects to island communities,
- less cutting of clerical and ASN hours,
- more support for children with ASN needs,
- easier access to additional staff, no more jumping through hoops for children who are not aggressive but with severe needs impacting their and their classes learning,
- better mental health support for teachers,
- another inservice day for teachers to get jobs done not about SIP,
- teachers to get a day out each term to plan, mark, track etc,
- reduction in the guilt all teachers feel for not being 100% there at all times for all children.”

“Yet another cost cutting exercise. Specifically budget driven. Therefore, no support in place to encourage teachers into leadership roles, with training and days for seminars, this would be a long-term plan. There is really no long-term plan to put individually skilled teachers into leadership with a view to Headship. The proposal is too homogeneous. There is no real change in education here. This proposal is the cheapest proposal available this is obvious. This proposal is copying the management structure in the health sector. Which does not focus on skilled delivery but on budget management. This proposal demands managers, not teachers with teaching skills who have developed management skills specifically for education through the Standard for Headship qualification, as this has not been encouraged as a goal at all levels in the teaching profession. A Head Teacher with one specialist skill with no evidence in an understanding of teaching in a classroom? I do not believe that this proposal will employ more class teachers. There must be more thought for improving the pupils’ educational experience in this proposal.”

SCHOOL STAFF: TEACHERS

THE HEAD OF SCHOOL ROLE

Teachers do not understand how the new Head of School role differs from the existing role of Head Teacher. Because of that they don't see why the change is proposed.

“The lack of a dedicated, committed Head Teacher, with detailed knowledge of their school, will have an immediate negative effect on many aspects of school life.”

“I think it's a mistake not having a hands-on, available, Head Teacher for the children, parents and staff.”

“Not having a Head for every school would be a problem. With having one Head for various schools I feel like pupils will be at a major disadvantage - a lack of positive relationships between Head and pupils.”

“If the Executive Head Teacher is not on site or the Head of School is not on site, there will be a loss of visible management structure in school.”

“I feel that the idea in theory to have someone overseeing the entirety of educational experience of our young people is a good thing, but I worry that taking experienced Head Teachers out of schools and into a more bureaucratic system will not be effective.”

“The idea of each Head of School being responsible for a specialism across the collective does not sound practical and may lead to having less time to commit to the school of which they are head. How can this allow them to focus on getting to properly know and meet the immediate needs of the pupils in their own school?”

Many teachers mistakenly think their Head Teacher would be removed, leaving nobody on-site to run the school.

“I do not believe it is necessary to reduce the number of Head Teachers so drastically in order to make improvements in how we share resources or ensure a seamless curriculum from primary to secondary.”

“I fear that if there is not a Head of School within the building due to shared Head of School then the responsibility of day to day running may fall on the teachers. This will increase anxiety and stress on top of an already stretched workload leading to poor mental health. I understand that this responsibility is supposed to be on your combined Head of School, however, if there is a child protection issue that is disclosed towards the end of the day, this would be very hard to deal with correctly should the support you need not be on site.”

“The best leaders I have encountered in my teaching career are the ones who are very present within the school. The leaders who still take time to teach, understand the needs and the problems facing both their pupils and staff.”

“Bringing management out of the classroom will be detrimental to the children. Management use this time to build relationships with the children and keep in touch with everyday issues in the school. Removing contact with the children is severing relationship opportunities.”



SCHOOL STAFF: TEACHERS

CRITERIA AROUND COLLECTIVES

Teachers have concerns about mixing school types in a collective (eg. urban and rural schools). And most (but not all) feel that primary and secondary schools are simply too different to work well together.

“The main drawback is the fact that a small island school like ours can’t geographically benefit from shared resources as is mentioned as something that will benefit everyone. We are a small school on a small island and what might work on the mainland is not going to work here. Same problem with a shared curriculum.”



“Primary schools and secondary schools are very different learning environments. How can an Executive Head from one sector have a fair and unbiased understanding of how the other sector operates or what it needs?”

“Sharing of expertise within the school community would allow the knowledge from P6–S2 to ‘flow’ better.”

“Primary schools and secondary schools have very different structures and I would not feel confident being led by someone who does not have a detailed knowledge of the primary school curriculum and environment.”

“I don’t like the idea of mixing primary and secondary in a cluster. I would not feel confident having someone who has no experience in a primary school being in charge of many primary schools.”

“I am concerned about the equity of opportunity for Primary Head Teachers - would they feel confident or have the experience to lead a secondary school as Executive Head Teacher? Do secondary Heads know enough about primary level education and early years to feel confident in gaining an accurate overview?”

“I have heard that through schools sometimes do not work particularly well between their secondary and primary - I think it’s unlikely that just having one person leading us all will make it easier for us to work together with different schools; if that was an easy thing to do we would do it already.”

“If our school needs some guidance and our collective leader is a secondary teacher, how are they going to know how a primary school works? Or vice-versa, secondary teachers will seek guidance from other third level teachers, not early years practitioners.”

SCHOOL STAFF: TEACHERS

SHORTAGE OF STAFF

Teachers are acutely aware of the recruitment difficulties faced locally. They feel the proposal does not address the underlying causes (many of which, like affordable housing, are beyond the remit of education).

“Living in a rural area it seems lack of housing is the biggest problem in attracting teachers and management. If salary and housing situations are to remain the same then how is this a more attractive prospect?”

“As a council, please invest in jobs and housing to support people either staying or moving into the local area.”

“We have not had anyone apply for the role of Head teacher for a number of years in this school. How is the role of Head of School going to be filled?”

“Why would ambitious teachers come to or stay in an authority where the chances for promotion are reduced? Lack of a dedicated Head Teacher will increase staffing issues further.”

“We already have a shortage in supply staff here, this proposal would make this even more challenging.”

“Schools are currently stretched to breaking point with not enough staff yet there are no permanent jobs being advertised.”

“I would like to see what research has been done to show why management is not moving to the area.”





SCHOOL STAFF: TEACHERS

IT'S NOT FOR ALL SCHOOLS

Teachers feel the proposal could work for smaller schools banding together, but not larger schools. And it could work for rural schools, but not urban.

“In areas where the schools have less than 30 children, sharing resources and management teams might work.”

“Although this may be appropriate in some more rural areas of Argyll and Bute, in more populated areas the benefits seem minimal.”

“I hope that this proposal does not go ahead. It does not take into consideration the wide differences that schools have across Argyll and Bute (particularly Helensburgh).”

“The proposal does not take all the schools and areas in Argyll & Bute into consideration.”

“I feel this proposal will work in smaller school but as a HALCO school with a big school roll I feel this will not work for us.”

“I do think the model will work in smaller schools but in the HALCO area the schools are larger and have very different identities and needs and I am worried about what the future holds if this proposal is seen through.”

SCHOOL STAFF: TEACHERS

UNIQUE SCHOOL IDENTITIES

Teachers understandably feel personally invested in and attached to their own schools. They worry about intangible ‘school identity’ being lost in the collective model.

“We would ultimately lose our autonomy. We are already trying to align timetables which means we are not able to run subjects as we would like and ultimately we would be ‘falling in line’ with larger schools. We have our own peculiarities and needs that cannot be met by a proposal like this.”

“There would be a loss of community that is built up around a school and its local environment - by Head Teachers and staff who know their children, families and local community very well.”

“I worry that individual school identity will be drastically changed in the process to streamline.”

“Small villages will struggle to retain their own identities and may find it difficult to mix with neighbouring communities.”

“It’s important for schools to be able to develop their own ethos and identity, to give pride to the pupils who go there; this would limit that.”

“Each school and the community it serves are unique and need a leadership model that reflects and understands this.”





SCHOOL STAFF: TEACHERS

WHAT HAPPENS NEXT?

Teachers want to know what happens beyond this stage, if the proposal is implemented. And beyond that - how its success (or lack of) would be assessed and acted on.

“It is very concerning that when asked ‘what if the model fails’ the response is that there will be support put into place. There does not appear to be any provision for the fact that we may need to end this model if it is not successful. There needs to be an acceptance that if it doesn’t work we revert back and go back to the drawing board with collaboration with schools and those it is affecting.”

“As for the 5-10 year plan and slow implementation: has there been nothing learned from the Curriculum for Excellence? This implementation did not listen to its detractors. CfE is too broad, not focused, and it has been tweaked, adapted and adjusted in the school setting since its implementation. There must be more thought for improving the pupils’ educational experience in this proposal.”

SCHOOL STAFF: TEACHERS

DISTANCE LEARNING

With a lack of clarity on how schools will run day-to-day under the proposed model, teachers make assumptions that methods like remote teaching may be relied upon.

“I worry about children picking a subject in high school and ending up using Zoom meetings to join a school that offers what they want to study. A very distant approach.”

“I am concerned about the increased dependency on technology for both staff and pupils, rather than a focus on building face to face relationships across schools - for example, teaching a class from DGS online to Campbeltown Grammar.”

“Sharing resources is just not feasible in practical terms - shipping off Apple Macs between schools, and sharing tech equipment? Or is this a way of saying we can teach over Google Classroom? Means synching up timetables which does not meet the needs of each area - how does this help pupil choice?”





SCHOOL STAFF: TEACHERS

EFFECT ON SCHOOL STAFF

Classroom teachers do not know how their schools would operate day-to-day under the proposed model. They worry about a reduction in middle management roles and how that will affect their own workloads.

“The proposal would also place an additional increase in the workload of Principal Teachers (most of whom are class committed) leading to major disruption to their own class’s education as they are required to deal with issues normally handled by a Head Teacher. Head Teachers already carry a huge workload and this proposal cannot do anything other than increase this workload.”

“There is potential of being part of a shared Headship which did not work well in the past for our school and led to more stress and additional workload for staff. This impacts their ability to focus on teaching and learning.”

“Staff moving between schools to share specialisms etc. does not appear to be practical, even from the point of view of travel time.”

“I have concerns with who the responsibility of the school lies with on a day-to-day basis when school has no Head Teacher.”

“The presentation gave the impression of an increase in promoted posts in the new model yet stated repeatedly how difficult it is in Argyll and Bute to attract anyone to fill already existing promoted posts.”

SCHOOL STAFF: TEACHERS

GAELIC MEDIUM EDUCATION

There are concerns on how Gaelic education will fit into the model, and that it was not properly addressed by the proposal.

“I dont see how Gaelic Medium Education will be supported with the new model and if it will receive what it needs to grow.”

“There is virtually no mention of Gaelic medium education in your new model. Will there be a Head of School who will specialise in Gaelic language education? If so, will you make sure that they are able to speak Gaelic fluently? Will they also have the capacity to support non-Gaelic speaking teachers with their L2 lessons?”

“Other areas of our current provision such as Gaelic Medium Education would surely be negatively impacted as it would become the minority even more so. Although in theory, it could be argued that this will be carefully considered during the recruitment process - the reality is that there would be Exectutive Head Teachers without the adequate knowledge, experience or even interest in each component of their collective equally. Therefore the overarching theme of providing equity across all provisions seems somewhat far fetched.”



SCHOOL STAFF: TEACHERS

EXECUTIVE HEAD TEACHERS

Most teachers see the Executive Head Teacher as another level of management in an already top-heavy model.

“I can’t see how adding another layer of management is going to benefit pupils or teachers. If the big driver is to free up the Head Teachers to lead rather than teach, surely employing more class teachers would be a better use of resources?”

“I’m still not entirely sure how the Executive Head Teacher role adds value. I don’t really understand what their job will be as the video does seem to suggest that Heads of Schools will retain most of the current Head Teacher roles.

“The Executive Head Teacher role will inevitably be occupied by a managerial careerist who has long since worked in the classroom in any positive way”

“How is anyone going to be in a position to manage five schools if they don’t have the experience to manage one, which you highlight as an issue.”

“Basing leadership on lack of decent candidates for existing jobs seems a backwards step. How will you attract new people to Argyll when there is an Executive Head Teacher above them and they are really just a glorified Depute? Who will have the final say on matters if they disagree on a fundamental issue?”

“As a parent myself I worry about the continuity for my children. Head Teachers and Executive Head Teachers are at even more risk of being distant figures rather than active and supportive members of the school community, visiting classes and keeping standards and expectations high rather than being strategic! This is already beginning with my Head Teacher in an office all day not being seen in class - she is not class committed and the younger children do not know who she is.”



SCHOOL STAFF

EARLY YEARS

Early years staff have not responded to the proposal in significant numbers. Those who have responded with concerns about what they see as remote management.

Methodology

The Empowering our Educators website included a dedicated area for school staff, with tailored information relevant to them.

Materials were shared with all school staff via direct email and also disseminated by their Head Teachers, many of whom self-organised discussions within their schools.

Two webinars for school staff took place, led by the Heads of Service and the Education Manager (Transformation).

School staff were directed back to the Empowering our Educators website to have their say and input into the ongoing development of the proposal. At this point they were able to indicate their role, allowing us to segment the early years staff data.

Responses were received from only six early years staff, of 251.4 total across Argyll and Bute's schools as of April 2022.

Observations

Engagement with staff from schools with early years settings has been extremely limited, with only six staff participating from the whole of Argyll and Bute.

There needs to be a specific focus on early years if the proposals move any further, to ensure their needs are represented fairly.

The early years staff who responded have concerns about 'satellite' leadership who are not based full-time in their schools.

There is a feeling that the proposal is too focused on management and not enough on the benefits to children and young people.

