

secondary school. Families of those pupils will have been judged unable to pay any of the fee costs, therefore amongst those most financially disadvantaged in the country. As an example, one school normally awards 100% bursaries to families with an overall income of less than £25k per year. Means-tested assistance below that percentage, from 95%-20%, is currently given to more than 2,300 additional pupils. In addition to this, a further 4,000 pupils receive non-tested assistance such as scholarships, sibling and staff discounts.

Some schools have financial endowments, while others have none and rely solely on current fee income for bursary provision. The number and size of bursaries can vary considerably. The level of fee assistance is determined by the extent of financial need and in keeping with OSCR guidance. To allow this to be assessed, applicants are required to provide information on total income (waged and unearned), benefits, other arrangements such as mortgage, loans, insurances and any assets, as well as details of any other dependent children and other special conditions such as Armed Forces and Diplomatic families, or circumstances such as parental bereavement. Where no financial need can be established, no bursary will be granted.

Bursary awards are usually made available to children in secondary years, although some schools – including preparatory schools – will offer before this. Bursaries are intended primarily to facilitate access for new pupils. Following assessment of the information provided, an application committee or equivalent will decide whether support is appropriate and upon the level of such support. Where the number of applications received exceeds the availability of bursary funds, account will be taken of entrance tests and the degree to which pupils will benefit from the school curriculum. Many schools prioritise and allocate high-value bursaries first, given the impact they can make on an individual.

All such awards are conditional upon the pupil making reasonable academic progress, contributing to school life and maintaining good standards of behaviour and may be withdrawn in the event of consistent breach of school rules or serious misconduct. Where the financial position of a family changes, a school expects notification and this may lead to a review of the amount of the bursary award. From time to time parents of children receiving bursaries may be requested to confirm that there has been no significant change in their financial position.

The charity test

All appropriate information on school financial and community activities, in respect of their charitable purpose, is to be found in the detailed reports on each school tested by the Office of the Scottish Charity Regulator (OSCR) over 8 years, combined with their final report on “Fee-charging schools, public benefit and charitable status” published on 8 December 2014. Section “28” and “33” reports detail benefit which is charged for, not charged for and facilitated access to that benefit – tested against transparency and proportionality. The specific reference to fees and charges and their mitigation, inserted by the Scottish Parliament in 2005, makes the public benefit charity test the strongest of any in the world. OSCR confirms that the schools “have already been subject to a more rigorous and in-depth scrutiny than any other group of charities”.

Summary

Scottish schools and families have met the challenge presented to them by the removal of the Assisted Places scheme. No group in Scotland is better able to demonstrate their commitment to widening access. OSCR's reports confirm that. Many pressing issues occupy Scottish education – the advancement of which is the shared objective of the Scottish Government, Parliament and all independent schools in Scotland.

I would be happy discuss these, or any other related matters, should the opportunity arise.

John Edward

Director, SCIS

July 2015

Davies D (Deborah)

From: John Edward <john.edward@scis.org.uk>
Sent: 04 August 2015 15:57
To: [redacted]
Cc: [redacted]; [redacted]
Subject: RE: Developing the Young Workforce : draft guidance for the development of school/employer and college/employer partnerships - comments by 4 August 2015

Dear [redacted]

Many thanks for this. It is certainly useful guidance.

In terms of the employer and LA/regional guidance, might it perhaps be worth mentioning independent schools within the area, particularly for employers at least. As a small sector, they are often easily over-looked.

It is welcome to see Additional Support Needs mentioned explicitly. As well as our mainstream schools, there are a substantial number of independent special schools (as well as the Grant-Aided ones) which would welcome encouragement to put forward pupils in a managed and protected way for exposure to aspects of the workplace and eventual integration into employment.

In terms of the position of our schools at present, and their individual engagement in such issues, we would refer you to our evidence to the Education & Culture Committee, which best reflects the autonomous activity underway; [http://www.scottish.parliament.uk/S4_EducationandCultureCommittee/Children%20and%20Young%20People%20\(Scotland\)%20Bill/TheScottishCouncil_of_IndependentSchoolsSCIS.pdf](http://www.scottish.parliament.uk/S4_EducationandCultureCommittee/Children%20and%20Young%20People%20(Scotland)%20Bill/TheScottishCouncil_of_IndependentSchoolsSCIS.pdf) We would be happy to provide further examples if that would be helpful (the examples mentioned are a snapshot and not the only examples of good practice).

It is also worth drawing attention to specific bodies like the Independent Schools Careers Organisation – ISCO – which assist schools in advice, as do we through our CPD programme: <http://www.isco.org.uk/> <http://www.scis.org.uk/cpd/forthcoming-courses/>

As with all such issues, our schools would be delighted to be included explicitly in any encouragement to partnership and participative activity, many will already have close links with local employers and vocational training resources.

I hope that is some help, happy to discuss any aspects of this.

Kind regards

John



John Edward
Director
Scottish Council of Independent Schools
61 Dublin Street, Edinburgh, EH3 6NL
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Mob: [redacted]
www.scis.org.uk

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From: [redacted]@scotland.gsi.gov.uk [mailto:[redacted]@scotland.gsi.gov.uk]

Sent: 20 July 2015 15:00

To: John Edward

Cc: [redacted]@scotland.gsi.gov.uk

Subject: Developing the Young Workforce : draft guidance for the development of school/employer and college/employer partnerships - comments by 4 August 2015

Developing the Young Workforce : guidance for school/employer partnerships - request for your input by 4 August 2015

John,

I'm e-mailing re the development of guidance on school/employer partnerships as part of the Developing Young Workforce (DYW) programme. [redacted] and I have been speaking with a number of school and employer interests, resulting in the attached drafts. We're now e-mailing the revised documents to a wide range of interests so it would be helpful if SCIS could consider the draft guidance for school/employer partnerships and provide feedback by 4 August, to allow us to finalise the guidance.

We appreciate that this is a holiday period, so are very grateful for any input SCIS can offer. If it's helpful we are fine to meet to discuss the development of the documents.

For information, this relates to Recommendation 15 of the Commission for Developing the Young Workforce's report which states that : Businesses across Scotland should be encouraged and supported to enter into 3 -5 year partnerships with secondary schools. Every secondary school in Scotland and its associated primaries should be supported by at least one business in a long term partnership. The Youth Employment Strategy, in response to this included an aim of meaningful and productive school/employer partnerships operating in all secondary schools by 2018/19 to support the target of reducing youth unemployment by 40% by 2021. Specifically the Strategy has a milestone of making guidance on school/business partnerships available with input from the local authorities and the National Investors in Young People Group by 2015/16.

The draft guidance has been split into three documents :

- Guidance for employers (which is drafted to reference colleges as well as schools)
- Guidance for schools
- Guidance for DYW Regional Groups and Local Authorities

We are interested in any comments you have on the draft guidance. In particular would like to know:

1. **Is the content helpful, to those who are new to partnerships and to those with experience ?**
2. Are the suggested approaches realistic and helpful?
3. Is there content that should be amended?
4. Do we need to include more or less detail on any issue?

5. **Is the guidance easy to use?**
6. Should the guidance be provided in three documents, or rather than one document?
7. Is it clear what it means?
8. What can we do to improve it?
9. Would it be helpful to include a template to support the development of planned partnership ?

When replying it would be helpful if you could make it clear whether the comments relate to all documents or to a specific document.

Thanks

[redacted]

[redacted] | HE and Employer Partnerships | Senior Phase/DYW Policy Unit | Directorate for Learning | Scottish Government | Area 2B South | Victoria Quay | Edinburgh EH6 6QQ e-mail: [redacted]@scotland.gsi.gov.uk | tel : 0131 244 [redacted] mobile: [redacted]

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[redacted]

From: [redacted] <[redacted]@scis.org.uk>
Sent: 12 August 2015 09:25
To: [redacted]
Cc: John Edward
Subject: Proposed amendment to the Education Bill - SCIS response
Attachments: SCIS response - Amendment to Education Bill - Standard for Headship.pdf

Dear [redacted],

Please find attached SCIS' response on behalf of members to the proposed amendment to the Education Bill to introduce a requirement for prospective headteachers to hold the Standard for Headship before appointment.

Kind regards,
[redacted]

[redacted]
Deputy Director (CPD Co-ordinator)
Scottish Council of Independent Schools
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Download the [SCIS CPD 2015-16 programme](http://www.scis.org.uk/cpd/forthcoming-courses/). For all the latest CPD information and booking visit <http://www.scis.org.uk/cpd/forthcoming-courses/> .

 <https://twitter.com/SCIScpd>



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From: [redacted]@scotland.gsi.gov.uk [mailto:[redacted]@scotland.gsi.gov.uk]
Sent: 28 July 2015 08:31
To: John Edward
Subject: RE: Definition of Headteacher in independent schools

John

Thanks for this. Happy for you to send to me your concerns about the wider proposal and I will share with relevant colleagues.

[redacted]

Learning Directorate
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0131 244 [redacted]

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From: John Edward [<mailto:john.edward@scis.org.uk>]
Sent: 27 July 2015 17:15
To: [redacted]
Subject: RE: Definition of Headteacher in independent schools

Dear [redacted]

I think the majority of our mainstream schools might recognise the definition, while the picture is less clear for residential special schools. In both cases, some no longer just have a traditional head teacher.

Some large mainstream schools will have a Principal and then a Senior and Junior Head in overall control of the respective parts, while in special schools it is not uncommon to have a "Lead Professional for Education" but also to have other leads, for care or for allied health and nursing, for instance – and possibly a Chief Executive (the nearest individual equivalent to a Director of Education) or an overall "head" who is not Head Teacher but leads all of the services.

There is some evidence that that parents, as well as some school colleagues, are confused by these distinctions - so a wider definition of the role and its responsibilities might assist.

So, in terms of the Headship requirement in the Bill, it would seem to us that a focus on who performs the "Lead Professional for Education" role is key.

There are, of course, other concerns about the proposal which we will be in touch about soon – are they best addressed to you or are there other colleagues to include?

Kind regards

John

John Edward
Director
SCIS
www.scis.org.uk
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[2015 SCIS CPD Programme](#)

From: [redacted]@scotland.gsi.gov.uk [[mailto:\[redacted\]@scotland.gsi.gov.uk](mailto:[redacted]@scotland.gsi.gov.uk)]
Sent: 27 July 2015 09:34

To: John Edward
Subject: Definition of Headteacher in independent schools

John

As you are aware we are working to introduce an amendment to the Education Bill at Stage 2 requiring all newly appointed head teachers to have been awarded the Standard for Headship. Our legal colleagues are currently discussing the wording of the amendment. One issue that has arisen is whether or not we need to further define head teacher in the Bill beyond the common dictionary definition.

In terms of the definition of "head teacher" the term is already used in the 1980 Act without it being defined within that Act, in which case, the ordinary dictionary definition applies (the Oxford English Dictionary defines the term as "the principal teacher or administrator of a school; a head master, a head mistress"). Do you consider that the ordinary dictionary definition is not broad enough to cover head teachers at independent schools?

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Dh'fhaodadh gum bi teachdaireachd sam bith bho Riaghaltas na h-Alba air a chlàradh neo air a sgrùdadh airson dearbhadh gu bheil an siostam ag obair gu h-èifeachdach neo airson



Response from the Scottish Council of Independent Schools to the proposed Government amendments to the Education (Scotland) Bill relating to the Standard for Headship

The Scottish Council of Independent Schools (SCIS) is an independent education charity representing over 70 independent member schools in Scotland which educate around 31,000 children of mixed abilities from diverse backgrounds. SCIS promotes choice, diversity and excellence in Scottish education.

In response to the Scottish Government's proposal to lodge an amendment to the Education (Scotland) Bill to introduce a requirement for prospective headteachers to hold the Standard for Headship (SfH) before appointment, the Scottish Council of Independent Schools wishes to raise a number of substantial concerns on behalf of members.

This response outlines our key concerns relating to the autonomy of independent schools, the impact on recruitment, the rationale behind the proposal, the relevance of the 'Into Headship' qualification and the timeframe involved. The paper then goes on to outline the extensive leadership development and support provided to headteachers in independent schools through Heads' membership associations which may not be widely known or understood, supported by further detail in Appendix 1.

Autonomy

Independent schools are, by definition and by statute, autonomous in their governance, curriculum and examinations. Making it a requirement for independent school headteachers in Scotland to have the 'Into Headship' qualification would impose a restriction on schools which are independent of the state sector, operating according to their own curriculum and funded entirely by fee paying parents. Independent schools accept and welcome the scrutiny of inspections carried out by Education Scotland and the Care Inspectorate, register care staff with SSSC, accept in principle the forthcoming legislation on the full registration of teachers with GTCS, and follow regulations governing Health and Safety, safeguarding and child protection. However, the qualifications, experience and attributes of the Headteacher/Principal/Rector/Warden etc should remain strictly a matter for independent governing boards to determine. The majority of schools are charities and the governing board members act as charity trustees and company directors. An obligation and limitation on the recruitment of headteachers sits uneasily with the requirement for operational freedom from ministerial direction for charity trustees, as well as being a potential constraint on trade for company directors.

It is the Governors' role and responsibility to oversee the performance of the Headteacher. This performance review supports, but goes much wider than, the requirements of GTCS Professional Update for all GTCS registered teachers, acknowledging the significant leadership responsibility and wide ranging remit of headteachers. It should

not be the remit of The Scottish Government to restrict all headteachers in independent schools to the requirements of one specific qualification which has been designed around the context of headteachers in state-funded schools in Scottish local authorities.

Impact on Recruitment

Governors conduct rigorous recruitment searches, drawing applicants from across the UK and internationally, often with the assistance of sector-leading professional academic recruitment services. Governors seek to appoint the very best leaders, with the strongest attributes, skills and experience to take the school forward successfully as an educational establishment and limited company. The diversity of the sector caters for a wide range of pupil needs, including day and boarding mainstream schools, all-through schools, schools delivering an international curriculum with overseas pupils, a specialist music school, an MOD school, and Additional Support Needs schools, both day and residential. Each school is unique and the appointment of the Head best suited to the individual context of the school and the pupils in their care is critical to the success of the school and the experience of pupils. The strength of the independent schools sector is diversity and autonomy and making the Into Headship qualification mandatory for headteachers would limit both.

The proposal would certainly be a barrier to recruitment from outside Scotland if it were a requirement to hold the SfH prior to appointment. Headteachers from outside Scotland are highly unlikely to gain the SfH speculatively. If a headteacher from England is already going through lengthy processes to gain GTCS registration as a starting point, only to be followed by processes for gaining the SfH, then this will undoubtedly deter highly competent and experienced candidates from applying. Schools offering boarding and working with different examination bodies to offer the International Baccalaureate, GCSEs, A Levels etc are likely to look to appoint a headteacher with knowledge and experience in these areas. Headteachers and Deputies in Scottish state schools are unlikely to have the background in these areas.

The proposal would also have a significant negative impact on smaller additional support needs schools where recruitment fields can be small and highly specific in professional terms. It is hard to envisage how this proposal might work across the special schools sector where schools are very diverse.

Rationale

On the whole, schools accept the principle behind the registration of all teachers in independent schools with GTCS and the safeguards that membership of a professional regulatory body brings. However, the justification behind the additional requirement for headteachers to have a single qualification is unclear. The benefits of this proposal to independent schools as quoted at the meeting between SCIS and The Scottish Government on 10.6.15 (equality across headteachers in Scotland, raising attainment, transferability of headteachers between sectors) are hard to square with the context of the schools in question and the observed patterns of movement of headteachers. Over the last 2 years one third of headteachers appointed to mainstream independent schools (all through schools and prep schools) in Scotland have come from outside Scotland (6 out of 18 appointments). All of these 18 headteachers have moved from previous positions in independent schools.

It is hard to see what value the qualification would be to many new headteachers in SCIS schools who come from previous Headships often outside Scotland. Of the 6 headteachers appointed from outside Scotland in the last 2 years, the majority have come from previous Headships. Most other headteachers appointed in mainstream schools were previously in Deputy Head posts.

Relevance of the Into Headship qualification

The 'Into Headship' qualification has been designed specifically for headteachers working in the context of a local authority and the support mechanisms around the programme are contingent on local authority networks and not designed for an individual working within an independent school. Whilst there are inevitably clear areas of overlap for individuals taking on leadership positions regardless of the sector, there are also distinct features where a different focus is more appropriate, as reflected in the programmes offered by membership associations (See Appendix 1).

The leadership structures in independent schools are diverse and further undermine the logic behind imposing one qualification on the 'headteacher'. In large all-through mainstream schools the Principal/Headteacher will be supported by a strong leadership team with specific responsibilities for the Junior and Senior Schools. Within the senior leadership team there is often a Depute/Director of Studies with specific responsibility for leading Learning and Teaching and dealing with academic matters.

In smaller additional support needs schools senior managers have diverse roles to support both the care and educational provision of pupils, in some cases with an overall Chief Executive. Appendix 2 outlines, as an example, the situation at The Scottish Centre for Children with Motor Impairments where this proposal would be unworkable in the context and established structure of the school. Some schools such as Steiner schools are set up without a hierarchical management structure according to their ethos and founding principles.

Timeframe

Independent and grant-aided schools are currently working towards full registration of all teachers with GTCS in order to meet the requirements of the Education (Scotland) Bill Sections 21 and 22 within the required timeframe. This is a significant process entailing lengthy discussions with GTCS and development of appropriate procedures to enable all those who are currently ineligible for registration to secure routes to registration. For those teachers who will be required to undertake further training this will involve a significant commitment in terms of time and cost from the individuals and their schools, a cost not considered at the time the requirement was proposed. It would be unreasonable to expect schools, supported by SCIS, to meet the requirements of this additional amendment relating to the SfH within the same timeframe.

SCIS feels that these are substantial concerns and the process by which this amendment has been introduced has not allowed for sufficient discussion and consultation around the issues and implications of this proposal.

If, regardless of the significant concerns raised above, the amendment is accepted and is taken to encompass independent schools, SCIS would ask for consideration of the acceptance of multiple routes to achieving/demonstrating the Standard for Headship. SCEL's Into Headship qualification should be viewed as only one route to achieving the SfH whilst recognition should also be given to knowledge, skills and experience gained through other programmes in the independent sector, support provided by other associations and experience gained in previous appointments.

Alongside membership of SCIS, the majority of mainstream independent schools and their Heads in Scotland are members of another independent schools Heads' association, notably the Headmasters' and Headmistresses' Conference (HMC), Girls' Schools Association (GSA), Society of Heads, Independent Schools Association (ISA) and Independent Association of Prep Schools (IAPS). Many headteachers are also members of School Leaders Scotland (SLS).

The independent sector Heads' membership associations provide extensive leadership development and support to aspiring and current headteachers in member schools and attendance at induction programmes and annual conferences is a condition of membership. Appendix 1 demonstrates the leadership programmes and support for headteachers and conditions of membership of these associations. For all of these membership associations there are Scottish divisions where members meet to discuss issues specific to independent schools in Scotland.

Heads are also supported in their wider role through schools' membership of other associations such as the Association of Governing Boards of Independent Schools (AGBIS) and Independent Schools' Bursars Association (ISBA), which reflect the different structure of school management and governance in the independent sector.

SCIS would urge that the professional development opportunities and support provided through these membership associations for new and experienced headteachers be recognised and taken into account in considering equivalent measures and standards for headteachers in independent schools. If there is a route through which headteachers in membership of one of these associations can achieve the SfH through recognition of their involvement in these programmes and through documented experience and testimonials, this would provide a more acceptable, tailored and flexible route for headteachers appointed to independent schools in Scotland and would reduce the risk to recruitment posed by the current proposal.

Scottish Council of Independent Schools
11 August 2015

Appendix 1

Leadership Development and Support for Aspiring and New Heads through Membership Associations

The majority of mainstream independent schools and their Heads in Scotland are members of an independent schools' association in addition to their membership of SCIS, notably the Headmasters' and Headmistresses' Conference (HMC), Girls' Schools Association (GSA), Society of Heads, Independent Schools Association and Independent Association of Prep Schools (IAPS). Many Heads are also members of School Leaders Scotland (SLS).

The membership associations listed above impose their own criteria and procedures for membership. For instance, when a school applies for membership of the Independent Association of Prep Schools, IAPS scrutinises the school's inspection report and the school's headteacher. The Head is expected to be suitably qualified and appropriately experienced. The Head's application must be supported by two professional references, preferably other IAPS Heads. Each new IAPS member must, as a requirement of membership, attend IAPS New Members' Induction and will be visited at least once by an IAPS trained mentor – regardless of whether they are new to Headship or an experienced Head, but new to IAPS.

HMC, GSA and the Society of Heads apply similar procedures and criteria of membership. In the case of HMC a full inspection of the school is also carried out prior to membership being approved.

Each association runs an in-depth induction programme for new headteachers. This is part of a suite of courses offered by each association taking staff from Aspiring Middle Leaders to Middle Leaders and onto Aspiring Heads and then support for Heads in post. This extensive provision and systematic approach is hugely beneficial in ensuring that the right people come through and are prepared for the demands of a Headship post.

The Headmasters' and Headmistresses' Conference runs a 3-part Heads' Induction programme. Delegates attend Part 1 in March/April before taking up their headship; Part 2 in January of their first year and Part 3 3-4 years into headship. Topics covered include, amongst others: leading and managing change in your school; educational policy and future developments; strategic development planning; leading teaching and learning and getting the best from pupils; development and fundraising; legal issues; understanding the finances and the relationship with the Bursar; relationship with Governors; relationships with pupils, staff and parents; marketing your school; sustainable staffing; your first day, week and term; reviewing your school's strategy 3-5 years into Headship. All new members are assigned an experienced mentor who is a current member of HMC.

HMC's Heads' Induction programme is complemented by a suite of other relevant standalone courses including: presentation skills for heads and senior leaders; interviewing and recruitment Skills; preparing for headship; key legal issues; essentials of school marketing and fundraising; media skills; understanding school finance.

The Society of Heads runs 3 conferences annually for those new to Headship: one overnight and one day conference in June (Part 1), a further overnight and one day conference in November (Part 2) and a third single day meeting in May (Part 3). The Society runs a system of mentoring using retired headteachers who are trained to support new heads. The work of the mentors dovetails with the training days so that a new Head meets with his/her mentor at Part 1 in June prior to starting, in September/early October and then again in January/February. In some circumstances it is useful for there to be a final mentor/mentee meeting following Part 3. There is also an annual conference in March. Clear guidance for the mentoring support is provided by The Society of Heads. Topics covered in the induction programme include: 'The First Term: what to expect, settling in, first impressions, identifying the priorities, what to change what to leave'; 'What makes a successful Head'; 'Establishing Relationships with Governors, the Bursar and the SLT', leadership, marketing, legal matters, inspection, the school as a business, performance management, case studies covering crisis management, reputational risk, safeguarding, equality, contractual and employment matters.

SCIS runs a 6-day School Leadership programme comprising 3 blocks of 2 day residentials covering the following topics: Your 'Leadership Signature' and Self-Evaluation against the GTCS Standard for Leadership and Management; A Coaching Approach to Leadership; Leadership for Learning; School Development Planning and Change Management; Fulfilling Personal Potential and Developing Strong and Effective Relationships; Managing School Budgets; Marketing Schools; Leadership Presence for Career Success; Introduction to Employment Law. Presentations, workshops and discussions are led by experienced leaders, in the world of education and beyond. Participants are encouraged to undertake suggested activities in their school context to support the course days, together with background reading and reflective activities. The 6 day course is supported the following session by a further 'Leadership Revisited' residential, building on the topics covered during the core programme and tailored to meet the development requests of the group. The course is well-established and attended by aspiring Heads and Deputies in independent schools in Scotland, in both mainstream and additional support needs schools.

This programme is complemented by a wide range of one day courses offered for school leaders on a regular basis by SCIS. Relevant events in the 2015-16 SCIS CPD programme include: Heads' and Deputies' conferences for Senior and Junior Schools; Employment Law Masterclass; Child Protection Co-ordinators' Training and Named Person Training; Coaching Skills; Media Training; Interviewing Skills for Staff Recruitment; Leading Change; Managing Difficult Staff.

Some Heads and Aspiring Heads also pursue a variety of further qualifications including MEd in Educational Leadership, MBA, NPQH. The National Professional Qualification for Headship (NPQH) has grown as a qualification for Headship in the independent sector in England although it is not mandatory. There are specific independent school modules for the NPQH under development in England.

Appendix 2

The Scottish Centre for Children with Motor Impairments (SCCMI)

SCCMI is a national organisation addressing the needs of children with complex neurological conditions and Nursery, Primary and early Secondary educational provisions form only one sphere of the services offered, with therapy provision being an equal element of the provision with the educational services. The management structure of the organisation is designed to address all the services offered and comprises a CEO and Management Team in which the Professional Lead for Education would normally be positioned.

The pupil roll for such education services is small, in total, smaller than one mainstream primary class. As such SCCMI does not currently have a formal 'headteacher' position. The Professional Lead for Education oversees matter such as curriculum development and educational delivery and normally the management of teaching staff and would contribute as part of the management team to the strategic management of the organisation for which the CEO is ultimately responsible.

In this case they could be viewed as the principal teacher of a school but not the administrator as SCCMI have an Administration post as part of our management structure. This is a key point of differentiation for SCCMI and hence why they do not have a formal 'headteacher' position.

SCCMI would therefore be extremely reluctant for a 'head teacher' in post to become mandatory and for the most senior teacher to hold the Into Headship qualification, as this would make recruitment into this position incredibly difficult, as it is not commensurate from both responsibility and remuneration perspectives.