

Committee: Children and Young People's Scrutiny

Date: 27th Feb 2013

Agenda item: **6**

Wards: All

Subject: Black and Minority Ethnic leadership in schools.

Lead officer: Jan Martin

Lead member: Councillor Whelton

Forward Plan reference number:

Contact officer: Kate Saksena

Recommendations:

A. Scrutiny consider the report on the measures taken to develop and support BaME leaders in Merton schools

B.

1 PURPOSE OF REPORT AND EXECUTIVE SUMMARY

1.1. This report updates members on the training and development available for BaME leaders

2 DETAILS

2.1 Merton is part of the South West London School Effectiveness Partnership (SWLSEP) . A strong aspect of the work of this group of Local Authorities is a "succession planning" programme.

2.2 This support has included both universal succession planning to all aspiring middle and senior leaders through our work with the SWLSEP group of London boroughs, and more targeted programmes advertised and promoted to teachers from a BaME background

2.3 The SWLSEP Aspiring Headteacher and Senior Leadership programme has been running for 6 years. Based on the report 'Diagnosing the Need' produced by Wandsworth LA in 2008, Merton has worked with 74 teachers to develop their skills and confidence to apply for next steps promotion

2.4 Of the total 74 teachers we have worked with, 29% have achieved headship or next steps promotion, and of that number 38% were teachers from a BaME heritage.

| Total no. | BAME teachers | Total achieving promotion | BAME teachers achieving promotion |
|-----------|---------------|---------------------------|-----------------------------------|
| 74 | 15 | 21 | 8 |
| | 15/74 = 20% | 21/74 = 29% | 8/21 = 38% |

- 2.5 Merton School Improvement team has also offered a range of support for teachers from BaME groups in achieving 'next steps' promotion. Within the programme delegates have had access to a number of initiatives focused specifically in encouraging staff from BaME backgrounds in apply for Headship.
- 2.6 Workshops were offered supporting awareness building for all delegates from Ankhara Lloyd-Hunt, the Diversity and Equality Associate from the National College for Leadership.
- 2.7 Specific invitations were sent to candidates to attend a sequence of workshops run by Integrity Coaching. This was a joint venture between Wandsworth and Merton and involved 5 teaching staff from Merton and a number of social care workers from Wandsworth.
- 2.8 We have continued to support and signpost the National College courses. The Black Leadership Initiative is working with Ofsted and the National College to offer aspiring Black and Asian school leaders the opportunity to join Ofsted inspection teams and shadow two school inspections. Participants will be mentored by an HMI during the programme. Merton has had 3 teachers attend this training.
- 2.9 Although in recent years the Merton School Improvement team has offered a range of support for teachers from BAME groups in achieving 'next steps' promotion we are aware of the need to continue actively developing best practice in supporting teachers from BAME backgrounds. Recently we have invited Machel Bogues to the Sutton and Merton Schools Workforce Steering Group. Machel Bogues is an experienced project manager, diversity consultant and researcher working as part of Abeng Productions. He is interested in securing funding to develop materials and advice on attracting more teachers from BAME backgrounds. He is currently working along our Learning, Teaching and Equalities adviser, to develop some more detailed proposals.
- 2.10 The current percentage of headteachers and senior leaders in our Merton schools is 20.2%. This compares to a figure of 19.8% in 2010-2011.
- 2.11 However nationally 2% of headteachers and 5% of deputy and assistant headteachers are from a BaME heritage. In Merton the figures are 16% for headteachers and 23% for deputy and assistant heads. It should be noted that the DfE definition of BaME states "DfE BME counts all BME groups other than white British & where information has been refused or not obtained."

- 3 ALTERNATIVE OPTIONS**
- 3.1. On going consultation and planning will continue
- 4 CONSULTATION UNDERTAKEN OR PROPOSED**
- 4.1. As above
- 5 TIMETABLE**
- 5.1. As above
- 6 FINANCIAL, RESOURCE AND PROPERTY IMPLICATIONS**
- 6.1. To be considered with Schools

- 7 LEGAL AND STATUTORY IMPLICATIONS**
- 7.1. NA
- 8 HUMAN RIGHTS, EQUALITIES AND COMMUNITY COHESION IMPLICATIONS**
- 8.1. To be considered again when further plans are developed
- 9 CRIME AND DISORDER IMPLICATIONS**
- 9.1. NA
- 10 RISK MANAGEMENT AND HEALTH AND SAFETY IMPLICATIONS**
- 10.1. NA
- 11 APPENDICES – THE FOLLOWING DOCUMENTS ARE TO BE PUBLISHED WITH THIS REPORT AND FORM PART OF THE REPORT**
- NA
- 12 BACKGROUND PAPERS**
- 12.1. None