



# Getting Ahead London

## Aspiring Headteacher and Aspiring Senior Leader Programme 2019-2020

### Programme Review

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SUPPORTED BY

**MAYOR OF LONDON**

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## **Introduction**

This internal review aims to assess the quality and effectiveness of the fourth year of the Getting Ahead London programme, run from July 2019 to June 2020, specifically considering the pilot programme supporting aspiring senior leaders that was run alongside the established programme for aspiring headteachers for the first time this year. This report will also inform the delivery and development of the programme in future years.

The quality of programme design has been discussed in the original programme evaluation, published in 2017 and authored by Peter Mathews and Rita Bugler. An overview of the programme is provided in section 2.

A programme review of both the aspiring headteacher and aspiring senior leader programmes is covered in sections 4 and 5 which look at both engagement and feedback from the programme over the year and outcomes data in terms of soft skills development of participants.

Section 6 provides a reflection on the cumulative outcome data for the previous 3 years of the programme including promotions and diversity data and sections 7 and 8 provide recommendations for further development in future years.

The data used in this report has been gathered through a variety of evaluation and quality assurance activities. Those are outlined in the programme overview (section 2).

## 2. Overview of the programme

### Background

Getting Ahead London is a Greater London Authority (GLA) programme which is delivered by Challenge Partners, and has now completed its fourth year and begun its fifth year of delivery. The programme addresses the GLA's vision:

*To establish a world class system for identifying and nurturing future headteachers in order to ensure London has a strong supply of outstanding school leaders*

This comes from the findings of the 2015 report, 'Building the Leadership Pool in London Schools', that suggested London's schools would need a talent pipeline to ensure that schools attract and retain good leaders to be able to meet the demand for school leaders.

### Programme aims

The programme has three key aims:



**1. Identify potential:**

Profile and encourage those talented people in the London education system who have the potential for school leadership roles



**2. Encourage existing leaders:**

Better equip and inspire senior leaders to become headteachers in London



**3. Change the culture:**

Support a wider culture change of talent management in London and England's education system

## Programme design

The programme has been designed using a coaching model as its foundation. Participants are middle leaders<sup>1</sup>/ senior leaders<sup>2</sup> in London schools who are aspiring to senior leadership/ headship<sup>3</sup>. They are matched with two other participants and a coach, and work together in these coaching groups across the programme year. Coaches for the aspiring senior leaders are experienced senior leaders and coaches for the aspiring headteachers are experienced headteachers, Executive headteachers, MAT CEOs or equivalent, in London schools.

The programme year consists of the following components:

1. Group coaching sessions
2. Individual shadowing day
3. Centrally delivered events for the whole cohort

### **1. Group coaching sessions:**

Each coaching group meets twice a term for group coaching sessions.

### **2. Individual shadowing day:**

Each participant has an individual day where they shadow their coach, including a chance for one to one coaching, which takes place before February half term.

### **3. Centrally delivered events for the whole cohort:**

Across the year the central Challenge Partners team organises several events for the Getting Ahead London participants and coaches:

- A programme launch event for coaches and participants
- Application and interview masterclasses for participants as part of a longer participant development day
- A coach development day
- Two carousel sessions for participants
- A networking event for participants and coaches
- A celebratory wrap up event for coaches and participants

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<sup>1</sup> Getting Ahead London defines middle leaders as year group leaders, subject leaders, inclusion leads and other equivalent roles

<sup>2</sup> Getting Ahead London defines senior leaders as assistant heads, deputy heads, heads of school and acting heads and other equivalent roles

<sup>3</sup> See section 3 - The introduction of an aspiring senior leader programme for details of the pilot for middle leaders

## Programme evaluation

Throughout the programme year we have carried out the evaluation, feedback and quality assurance activities in the list below. The data gathered through these is what is used to form this report.

1. Diversity information on all applicants collected at the recruitment stage
2. Event attendance and feedback data collected at the end of each event
3. Quality assurance calls to all coaches
4. Quality assurance calls to a selection of participants (one from each coaching trio)
5. Pre and post programme questionnaires completed by all participants, at the Launch event in September and the Wrap up event in June
6. Discussions with coaches at termly Reflection and Planning sessions
7. A record of ad hoc conversations with coaches and participants where relevant information for evaluative purposes is recorded<sup>4</sup>

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<sup>4</sup> The COVID-19 global pandemic impacted data collection for the programme evaluation in the following ways:

1. The second carousel event in May was cancelled and events that were run in March and later on in the year virtually had mixed attendance due to school leaders understandably having more pressing issues to deal with in school between March and July 2020.
2. This in turn impacted upon data that could be collected at reflection and planning sessions as they were restructured and the return rate of the end of programme survey
3. Quality Assurance calls were in the process of being completed in March, the lockdown meant that many participants and coaches were harder to reach for these calls or they were rescheduled or dropped completely to allow leaders to focus on immediate and more important concerns.

### 3. Introduction of a programme for aspiring senior leaders

In 2019/20 following three successful years of the Getting Ahead London programme for aspiring headteachers, the GLA and Challenge Partners discussed and implemented a pilot adaptation of the Getting Ahead London programme for middle leaders who were aspiring to become senior leaders.

The rationale for the introduction of a version of the programme to support the development of London middle leaders into confident and ethical senior leaders in London schools comes back to the aforementioned research from section 2 and the idea that a talent pipeline is needed *“to ensure London has a strong supply of outstanding school leaders”*.

By expanding the programme in the same format as it exists for aspiring headteachers to aspiring senior leaders we aim to actively nurture and develop senior leaders and therefore headteachers of the future, ensuring that the pipeline is well supplied and supported and that middle leaders feel empowered to progress with their careers in schools, specifically in London schools.

During 2019-2020 a pilot of the programme was run for middle leaders aspiring to senior leadership with 8 trios and 24 participants in total. We reached out to alumni from the aspiring headteacher programme to apply to become coaches for the aspiring senior leader programme. The rationale behind this was threefold:

1. We know this is a group of experienced and passionate leaders
2. This group has experienced the Getting Ahead London programme and understands the programme aims and ethos
3. We are able to offer further opportunities beyond the initial programme alumni and support their ongoing development.

Participation for aspiring senior leaders was free as the programme was a pilot. To test our theory that the leadership offering was applicable to leaders at all levels the only changes we made to the programme was for trios to be coached by an experienced senior leader and the application and interview masterclass was tailored to senior leadership roles rather than headships.

### 3. Programme Review: General

#### i. Engagement data - Quantitative

The quantitative data we collected on general engagement with the programme, came primarily from monitoring attendance and feedback at events.<sup>5</sup>

#### a. Attendance at events

##### Participants

Our target for attendance at events across the year was 80%, this was met for the first 3 participant events, however attendance was low at the networking event with an average of 66.53% attendance across both programmes. Although this is much lower than we aimed for it, it does demonstrate a significant increase in attendance compared to the same event in 2018/2019, which had a 46.67% attendance rate.

Participant attendance							
	Launch Event	Participant Day	January Participant Evening	Networking evening	May Participant Afternoon	Wrap up event	AVERAGE
Aspiring senior leader attendance	91.67%	100.00%	100.00%	70.83%	N/A	N/A	90.63%
Aspiring Headteacher attendance	95.65%	86.96%	86.96%	62.22%	N/A	N/A	82.95%
Average	93.66%	93.48%	93.48%	66.53%	N/A	N/A	86.79%

<sup>5</sup> The data below comes from events between September and March 2020, prior to lockdown. To minimise the demands on school leaders' time, we made attendance optional at events and recorded virtual sessions to allow leaders to engage in their own time whilst having to prioritise other things.

## Coaches

Looking at the coach attendance rate, this also increased for the first two events compared to 2018/2019 (2018/2019- 80% at launch, 85% at coach day and 2019/2020 - 97% at launch and 88% at the coach day). However, as with the participants, very low attendance at the networking event for the senior leaders (only one attendee from the 8 coaches) meant that average attendance for this event was extremely low, even when compared to an event that historically has been difficult to maintain attendance rates at.

Coach attendance							
	Launch event	Coach Day	Networking evening	Reflection and Planning <sup>6</sup> 1	Reflection and Planning 2	Wrap up event	AVERAGE
Senior Leader coach	100.00%	100.00%	12.50%	62.5%	N/A	N/A	70.83%
Headteacher coach	93.75%	75.00% <sup>7</sup>	68.75%	43.75%	N/A	N/A	79.17%
Average	96.88%	87.50%	40.63%	53.13%	N/A	N/A	75%

For the first time this year (2019/ 20) we introduced signed agreements for both participants and coaches. These agreements stipulated the participant/coach commitment to the programme, including attendance at events, and this could explain the increase in attendance. Although clearly this isn't having an impact across the board and still shows that tight monitoring and further reminders about the importance of attendance are needed. We should also consider how best to promote/rebrand the networking event to encourage participation and attendance.

<sup>6</sup> The Reflection and Planning session 1 took place on 11th March and although lockdown did not begin in the UK until 23rd March, there were a number of disruptions, isolating staff and children and rumours of school closures that meant school leaders felt they could not leave school in early March. For this reason these figures are discounted from average calculations.

<sup>7</sup> The low headteacher attendance at the coach day is due to a clash in scheduled with two head teachers booked into the same headteacher conference in their borough months in advance.

b. Feedback scores

Our target for overall satisfaction scores was 4.25/5. The centrally organised events were on average rated 4.33/5 and 4.58/5 by participants and coaches respectively; exceeding our target. Details of average rating for each event is broken down below.

Participant Feedback							
	Launch Event	Participant Day	January Participant Evening	Networking evening	May Participant Afternoon	Wrap up event	AVERAGE
Aspiring Senior Leader Feedback	4.50	3.81	4.5	4.5	N/A	N/A	4.33
Aspiring Headteacher feedback	4.50	3.92	4.64	4.3	N/A	N/A	4.34

Coach feedback							
	Launch event	Coach Day	Networking evening	Reflection and Planning 1	Reflection and Planning 2	Wrap up event	AVERAGE
Senior Leader coach feedback	4.67	4.67	N/A	N/A	N/A	N/A	4.67
Headteacher coach feedback	4.67	4.33	N/A	N/A	N/A	N/A	4.50

Participant feedback on the participant day (highlighted in yellow) was clearly rated lower than other events by both aspiring senior leaders and aspiring headteachers, not reaching the minimum target we had set.

The feedback on this event was broken down into an overall rating and a rating for the morning (on interviews and application) and the afternoon (influencing people). Comparing the scores below we can see that the morning session was rated highly by both aspiring senior leaders and aspiring headteachers, however the afternoon session was rated very low. This is discussed further in section ii,a. In summary the speaker we invited didn't quite fulfil the brief that we had hoped and was focused more on working within a corporate world rather than an education world, without suitable guidance on adaptability.

	Please rate the day overall:	1. Interviews and applications - Karen Giles (SL) or Tracey Hemming and Siobhan Lowe (ML)	2. Influencing people - Ian Shaw
Overall average	3.88	4.575	2.90
Average aspiring senior leaders	3.81	4.38	2.88
Average aspiring headteachers	3.92	4.71	2.92

ii. **Engagement data - Qualitative**

**a. Event feedback**

As with the quantitative data on events, qualitative feedback on events was on the whole positive and is summarised event by event below:

*Launch event*

Speakers at the launch event were described by multiple participants as “inspiring” and “interesting” and many participants commented they felt excited and looked forward to starting their Getting Ahead London journey.

*Participant event*

As previously mentioned feedback at this event was mixed, with the application and interview sessions for both aspiring heads and aspiring senior leaders in the morning being described as “highly practical”, “useful” with “clear advice”. Unfortunately, the afternoon session was not well received and many commented that “it wasn’t closely enough linked to education” and was too long without focus. As a consequence of this feedback we made the decision to cancel the booking with this same speaker for our coach day to ensure that event remained of highest quality.

*Coach day*

Coaches, especially new coaches, seemed to benefit from the opportunity to come together; “It was helpful to hear how other coaches approach their sessions and shadow mornings and also to hear the commonalities in the challenges our middle leaders are facing...These discussions provided lots of ideas and also reassured middle leader coaches that we’re on the right track.”

Furthermore the external presenters that we had come in to work with coaches were described as “excellent professional development” and “high quality ... that gave [coaches] deep opportunities to reflect”.

*January participant evening (carousel)*

The carousel session was well received, with carousels described as “genuinely excellent” and “engaging and really useful”. One participant summarised the event as follows; “all sessions were interesting, thought provoking and well prepared, with plenty of opportunities for discussion and reflection. Really enjoyed engaging with educational theory in a way you

don't always have time to in school.” Whilst another reflected on how the carousel’s provided opportunities they didn’t normally have access to; “thank you I have found yesterday’s event most useful in the whole training as it was very interesting to listen to colleagues like myself and experienced head teachers. Often it is considered unprofessional to discuss questions and the types of answers one might give in an interview.”

### *Networking event*

The attendees clearly appreciated the leadership journeys shared over the course of the evening, with one participant stating:

“I felt that the first two speakers were inspiring and a living embodiment of what the course is trying to achieve in terms of widening participation amongst BAME people in leadership positions. I found their stories to be authentic, lived and genuine. They provided me with much thinking material about my own leadership journey as well as my own style and ethos.”

Another reflected on the benefit of hearing how others have gotten to where they are now; “really good to hear people’s personal journeys. They all seemed like really normal people. It makes their achievements feel more achievable!” and another participant commented on how inspired they felt after the event; “I left the event feeling freshly inspired to pursue my first headship.”

## **b. Programme feedback**

After every event we collect more general feedback and areas for improvement from participants. Overwhelmingly participants use this space to comment on their general enjoyment and/or positive experience of the programme. A selection of this feedback is below:

- “Very much enjoying the coaching sessions and the events. Meeting other people and having the chance to share is very valuable.”
- “I have found these sessions as a useful forum to develop each other. It made me think about [how] leaders are not born, they are developed through collaboration and coaching of skilled leaders.
- “Thank you for organising and I really appreciate the additional CPD for us as coaches.”
- “Excellent programme going from strength to strength. Keep up the good work.”
- “I would just like to say a huge thank you for the high quality CPD opportunities Challenge Partners has invested in us as coaches. It is one of the most influential experiences that continue to shape me as a leader.”
- “I am really enjoying the programme - speakers, courses and networking opportunities. Thank you.”

- “I am enjoying the Getting Ahead London programme, particularly the coaching and the opportunity to meet other colleagues in the profession.”
- “Loving it!”
- “I am enjoying the programme. I feel my coach and the others in my trio are well matched. Thank you.
- “The programme is going well so far, the coaching sessions are the highlight. I am lucky enough to have a fantastic coach with lots of experience so I think that will be very useful for my development. Thank you”
- “Thank you I am really enjoying the programme”
- “I've really enjoyed the programme so far and gotten a lot out of the sessions and the networking.”
- “I am really enjoying the programme and think it is very relevant.”
- “I am really grateful for how this course with mentoring has developed me already.”

Participants and coaches also used this section of the forms as an opportunity to provide feedback and guidance for improvement/suggestions for speakers. This constructive criticism is below with responses of how we will adapt to it:

- “Continue to increase the diversity within the cohort and of those leading and delivering the workshops.” - *We have made an active effort to increase diversity within our coaching pool, our participants and our speakers. We have worked with BAMEed and the Stepping into Leadership programme to promote the programme more effectively to potential BAME candidates and we have made a commitment to ensuring there is BAME representation in the speakers at every event we run.*
- “Maybe an academic from London Business School who has looked at Leadership?” - *We are continuing to secure speakers for the year and will look to ensure we hear from business and academic leaders on leadership.*
- “I feel that the senior leaders and middle leaders should not be together. From talking to some middle leaders, they are somewhat overwhelmed. Although I understand that the coaching/mentoring would be at a different level. Also, it is hard to distinguish if this is a course for middle or senior leaders if we are mostly together. Also, although twilight sessions are useful I believe that if you are/school is investing in leadership development should this not be during school time therefore acknowledging the investment and work/life balance?? These comments are just improvements as I have really valued this CPD and have made great connections with professionals I know I will continue using as my listening ear in the future. Thank you for providing this CPD.” - *We have made further distinctions within the programme for what is “aspiring senior*

*leader appropriate and aspiring headteacher appropriate for the second year of the aspiring senior leader programme, whilst also ensuring that there is fair and equal access to generic leadership content. We have also made a move from originally having 3 evening events to have 1 or 2 (as some delegates say they appreciate the evening sessions so they don't have to arrange cover)*

- *“More support with applications would be very welcomed.” - We have arranged a longer applications and interviews masterclass for both aspiring senior leaders and headteachers*

### **c. Quality Assurance calls**

Quality assurance calls were planned to be conducted with each coach and one randomly selected participant from each trio to get a sense of how the programme is working and see if any concerns are raised that might necessitate a follow up visit to a coaching session or calls with further participants. As previously mentioned these calls were unable to be completed due to the impact of lockdown so the data we are working with is incomplete (17 out of 24 coach calls completed and 11 out of 24 participant sample calls completed).

#### *Coaches*

Coach calls were generally very positive and didn't raise any cause for concern. A few suggestions, especially from the aspiring senior leader coaches have fed into our suggestions for developments to the aspiring senior leader programme (providing more guidance on what is senior leadership, ensuring all participants understand the programme and the difference between mentoring and coaching) and our induction and preparation for new coaches (providing a handbook and guidance for first meeting session).

#### *Participants*

Although the sample size was low, all participants asked would recommend the programme to a colleague and spoke very highly of their coaches and their experiences of the programme (aspiring senior leaders and aspiring headteachers).

### **d. Additional anecdotal evidence collected during the programme adaptation period in lockdown**

Although large scale events and formal monitoring and quality assurance processes were suspended during lockdown to allow schools and school leaders to prioritise and focus on

managing their continued opening for vulnerable and key worker children and move to remote learning, we encouraged coaches and participants to continue coaching sessions virtually.

The reason we made this decision was to ensure valuable support networks were maintained during a stressful and uncertain time, we received some anecdotal feedback from coaches and participants about the value of maintaining these sessions which indicates the importance of continuing to create and maintain these sorts of leadership networks during the recovery phase.

*“My trio have ‘met’ regularly throughout all this and it has been invaluable to support with all the decisions we’re having to make regarding opening etc. [COACH NAME] has been a great support.”* **Aspiring HT participant**

*“I held a virtual coaching session this afternoon with my 3 participants. They all reported how useful it was. ... We focused on leadership within a crisis, giving participants the opportunity to step back, reflect on good and bad examples which they have seen locally, nationally and globally. The participants shared examples and made connections in order to take away some general learning about how to lead effectively at any time, especially during a crisis.”* **Coach feedback**

## 5. Programme Outcomes: Readiness and Leadership development

Quantitative outcomes, such as promotions and headships are discussed further in the cumulative data section. However, Getting Ahead London has never been solely about ensuring more people are promoted to headship. Equally important is developing individuals as leaders in the education sector and ensuring those that are promoted to headship are ready for it. This section analyses this readiness and personal development using an end of programme survey completed by participants.

### *i. Aspiring Headteachers*

The 2019-2020 aspiring headteacher cohort as a whole responded well to the programme and valued its structure. Of the 28 respondents, 25 agreed or strongly agreed that the programme had raised their awareness of their leadership style and 26 of the 28 respondents agreed or strongly agreed that their coach was good at identifying their greatest needs and helping them progress. Additionally, respondents seemed to value the group coaching with 24/28 respondents agreeing or strongly agreeing that they learnt as much from other participants as their coach.

Of those who reported that they had secured a headship by the end of the programme, 100% agreed with the statement “I feel well equipped to undertake the role of a headteacher and this group responded on average 4.4/5 (between agree and strongly agree) that the programme has increased their readiness for headship.

### *ii. Aspiring Senior Leaders*

We received end of programme feedback from 14 of the 24 participants on the aspiring senior leader programme. These respondents, representing almost 60% of the pilot cohort also responded well to the programme. Of these, 4 had achieved a promotion by the end of the programme and 2 had secured senior leadership roles.

When the aspiring senior leaders reflected on how the programme impacted them, all respondents agreed or strongly agreed that the programme enhanced the knowledge and skills they need to become a senior leader and 13/14 respondents agreed or strongly agreed that they now feel well equipped to undertake the role of a senior leader. Finally, 6/14 respondents agreed and 8/14 respondents strongly agreed that the programme has raised their awareness of their leadership style.

When reflecting on coaching the group was very positive with an average of 4.57/5 (between agree and strongly agree) when faced with the statement “my coach was good at identifying my greatest needs and helping me progress”. Furthermore 11/14 either agreed or strongly agreed that they learnt as much from their fellow participants they did from their coach.

Finally, when analysing the effect size in how participants of both programmes responded to statements looking at their motivation, confidence, and self-awareness there was evidence of effect between the pre-programme survey answers and post-programme survey answers. Despite these being self-reported perceptions, the trend suggests that the Getting Ahead London has a clear

impact on how ready participants feel to move into school leadership and how aware they are of their development. A selection of responses are below:

Aspiring headteacher programme - Large effect associated with the programme (effect size >0.8)

<i>Statement</i>	<i>Pre-programme average (1= strongly disagree, 5 = strongly agree)</i>	<i>Post-programme average (1= strongly disagree, 5 = strongly agree)</i>	<i>Effect size</i>
I understand how to lead a school to greater success	3.52	4	0.90
I have a clear view of what approach I would adopt in taking up the headship of a different school	3.05	3.90	1.13
As a head I know how I would be a leader of learning	3.62	4.14	0.90

Aspiring senior leader programme - Large effect associated with the programme (effect size >0.8)

<i>Statement</i>	<i>Pre-programme average (1= strongly disagree, 5 = strongly agree)</i>	<i>Post-programme average (1= strongly disagree, 5 = strongly agree)</i>	<i>Effect size</i>
I am determined to lead in a school	3.62	4.31	1.21
I understand how to lead a school to greater success	3.31	4.15	1.17
I know my strengths and weaknesses well	3.62	4.23	1.30
I have a clear view of what approach I would adapt in taking up senior leadership in a different school	3.00	3.92	0.91

Aspiring headteacher programme - Medium effect associated with the programme (effect size > 0.5)

<i>Statement</i>	<i>Pre-programme average (1= strongly disagree, 5 = strongly agree)</i>	<i>Post-programme average (1= strongly disagree, 5 = strongly agree)</i>	<i>Effect size</i>
I feel I have a lot to offer	4.10	4.43	0.59
I know my strengths and weaknesses well	3.81	4.14	0.67

Aspiring senior leader programme - Medium effect associated with the programme (effect size > 0.5)

<i>Statement</i>	<i>Pre-programme average (1= strongly disagree, 5 = strongly agree)</i>	<i>Post-programme average (1= strongly disagree, 5 = strongly agree)</i>	<i>Effect size</i>

I understand what makes a school successful	4	4.31	0.51
I am sure about my next step	2.23	3.31	0.79

## 6. Cumulative data reflections over the past four years

It would be remiss to review the Getting Ahead London programme for 2019-2020 without considering much of the quantitative data within the wider cumulative data for the past four years of the programme.

Recent evidence from the US has found that students who had “a teacher like me” (sharing the same race, ethnicity and/or gender) typically achieved higher learning outcomes (Dee, 2005). Getting Ahead London is working within to develop and retain teachers as leaders within a changing teaching demographic. A recent EPI piece of research shows that although the school workforce is changing and becoming more female dominated (inner London as a region is the exception to this), “Since 2010 the number of BME male teachers has increased in both primary (114 per cent) and secondary schools (34 per cent).” Meaning that for the first time the men in the school workforce coming from a BAME background (17 per cent) is broadly representative of the population (16%).

This section breaks down diversity statistics and development for over 230 participants from programme years 2016-2017 to 2019-2020 and promotions data (as one aspect of programme success) for the history of the programme.

### Diversity: Ethnicity

London is a diverse city with research from 2017 showing that in 2017, 81% of pupils in inner London and 65% of pupils in outer London were from a BAME background. The Getting Ahead London programme has strived to ensure this diversity is represented within the programme and thus within the leadership of schools in which these pupils study.

The teaching profession as a whole in London does not represent this student make up, with 2017 figures showing BAME teachers made up 26% of total teachers in inner London and 22% of all teachers in outer London. Data from 2018 shows that senior leadership figures for inner London are slightly higher with 31% of senior leaders in schools coming from a BAME background in inner London and 25% in outer London.

The Getting Ahead London programme seems to attract participants who represent the background of ethnicities in London senior leaders. In 2019-2020, 29.2% of aspiring headteacher participants came from a non-white background. This is slightly down on a high of 36.7% of participants coming from a non-white background in 2018-2019. However, it is still the second highest percentage on BAME participants in any programme year and a significant increase on the 22.9% non-white participant make-up of the pilot year cohort in 2016-2017. (See reference: table 1)

To date we only have one year of participants on the aspiring senior leader programme and although we are looking at a small cohort of 24, the data looks positive for ethnic diversity. In 2019-2020, 54.2% of participants were non-white British and 41.6% of participants were non-white. (see reference table 2)

Additionally, we have stepped up how diverse leadership is modelled through GAL coaches and event speakers. Of the 9 new coaches recruited for 2019-2020 (8 for ML and 1 for SL programme) 4 identify as non-white and 6 identify as non-white British, whilst 5/10 speakers at GAL events in 2019-2020 came from BAME backgrounds.

Reference: Table 1 - Aspiring Headteacher programme participant ethnicity breakdown

	Participants							
	2019/20		2018/19		2017/18		2016/17	
White British	28	58%	29	48%	29	60%	42	70%
White Irish	4	8%	3	5%	4	8%	3	5%
Any other white background	2	4%	6	10%	4	8%	4	7%
White and Asian	1	2%	2	3%	0	0%	0	0%
White and black African	0	0%	0	0%	0	0%	0	0%
White and black Caribbean	0	0%	1	2%	0	0%	0	0%
Any other mixed background	1	2%	1	2%	0	0%	0	0%
Black African	1	2%	4	7%	0	0%	1	2%
Black Caribbean	3	6%	5	8%	4	8%	6	10%
Any other black background	0	0%	0	0%	0	0%	0	0%
Bangladeshi	1	2%	1	2%	0	0%	1	2%
Indian	4	8%	5	8%	3	6%	4	7%
Pakistani	1	2%	1	2%	0	0%	0	0%
Any other Asian background	0	0%	0	0%	1	2%	0	0%
Chinese	0	0%	0	0%	0	0%	0	0%
Arab	0	0%	0	0%	0	0%	0	0%
Gypsy/Traveller	0	0%	0	0%	0	0%	1	2%
Any other ethnic background	0	0%	2	3%	1	2%	1	2%
Prefer not to say	2	4%	0	0%	3	6%	0	0%
	<b>48</b>	<b>98%</b>	<b>60</b>	<b>100%</b>	<b>49</b>	<b>100%</b>	<b>63</b>	<b>107%</b>

Reference: Table 2 - Aspiring Senior Leader programme participant ethnicity breakdown

Ethnicity		
White British	12	48%
Indian	4	16%
White Irish	1	4%
White and Asian	2	8%
Any other white background	2	8%
Black Caribbean	2	8%
Black African	2	8%

Diversity: Gender

Over the past 4 years particular work has been done to ensure we are reaching potential female leaders in London. The initial research project conducted by the GLA (mentioned above) discussed how 73% of classroom teachers in London are female but only 66% of headteachers are. Additionally, these female headteachers tend to be appointed later in their career (Department for Education, 2014: 79).

In the first two years of the Getting Ahead London programme around 30-35% of participants identified as female (35% in 2016-2017 and 32% in 2017-2018). In order to redress this balance and ensure the programme participant make-up better reflected the teaching profession in London, since 2018 the Getting Ahead London team have made particular efforts to reach out to women’s networks to promote the programme and this has resulted in an increase in female representation in the cohort (69% in 2018-2019 and 75% in 2019-2020).

In the aspiring senior leader programme, the breakdown of applicants’ gender was very similar to the aspiring headteacher programme, with 71% of participants identifying as female and 29% identifying as male.

Diversity: LGBT

It is estimated that there are 50,000 LGBT teachers in England, this would equate to 11% of the teacher population (Lee, 2019). Comparing this to the GAL participant make up; in the 2019-2020 programme for aspiring headteachers 2 out of 47 participants who provided data identified as non-straight (4.3%). This is slightly down on the participant data from the 2018 - 2019 programme, where 5 out of 67 who provided data identified as non-straight (7.5%)

However, for the aspiring senior leader pilot programme participants 12% identified as non-straight and 88% identified as straight, although this was a much smaller cohort of 24.

More recently we have pushed to promote the programme through specific channels to reach LGBT educators such as LGBTed. The team hopes that going forward this will result in a more consistent rate of diversity within the sexuality of the participants, matching up with the proportion of LGBT teachers working in schools in order to empower leaders as role models for our LGBT pupils in schools.

### Promotions data

Measuring the promotion data is only one way to measure successful outcomes for participants on the Getting Ahead London programme. We also aim for the programme to develop the skills, including soft skills of leaders in their current positions and enable individuals to make the right decisions about when/if they apply for headships (we don't want unenthusiastic or unprepared leaders to undertake a headship and then have to leave). However, promotions data is the simplest and easiest quantitative data that we can collect to demonstrate programme impact.

Over the first four years of the aspiring headteacher programme there have been 88 promotions, meaning that 41.16% of participants have been promoted following their participation in Getting Ahead London. Of these promotions, 52 of them are headships, meaning that of the aspiring headteacher programme alumni 24.35% have secured a headship following their participation in the programme (see table 3).

For the aspiring senior leader programme, to date we have had 2 promotions reported back to us from the 24 participants, a promotion rate to senior leadership of 8.3% (see table 4).

Reference Table 3 – participant promotions on aspiring headteacher programme (accurate to June 2020)

Promotions TOTAL	89	41.68%
Headships TOTAL	52	24.35%
16/17 PROMOTIONS 2016-2017	34	58.62%
16/17 HEADSHIPS 2016-2017	23	39.66%
17/18 PROMOTIONS 2017-2018	29	61.70%
17/18 HEADSHIPS 2017-2018	18	38.30%
18/19 PROMOTIONS 2018-2019	20	33.90%
18/19 HEADSHIPS 2018-2019	9	15.25%
19/20 PROMOTIONS 2019-2020	11	22.9%
19/20 HEADSHIPS 2019-2020	6	12.5%

Reference Table 4 – participant promotions on aspiring senior leader programme (accurate to June 2020)

PROMOTIONS	4	16.6%
PROMOTIONS TO SENIOR LEADERSHIP	2	8.3%

## 7. Recommendations for the Aspiring Senior Leader programme

As previously mentioned during the aspiring senior leader programme pilot, the aspiring headteacher programme was replicated with minimal adaptations (detailed below).

Over the course of the programme we realised that to ensure the programme provided for our aspiring senior leaders in the best way possible, there needed to be some additional adaptations to account for the different starting point of middle leaders. Middle leaders typically look at one area of a school and in order to progress to senior leadership need to start thinking more strategically at a whole school level. The following recommendations, being put in place in the 2020-21 year are the result of central team/broker discussions and feedback from participants and coaches.

Due to the disruption to the programme year in 2019-2020, we anticipate that we will gain further insight into the needs to middle leaders as they approach senior leadership over the course of the 2020-2021 programme year and will have further recommendations for adaptations and improvements both during the course of the programme year and at the end of the programme year as we reflect. We aim to be adaptable to incorporate changes and suggestions over the course of the year as needed.

Programme area	Adaptation in 2019-2020	Recommendation
Trio matching	Middle leaders typically have more contact hours therefore we prioritised matching them in trios with coaches much closer to their schools to minimise travel time	<i>There was one instance where this closer matching resulted in a participant asking to move trios due to an existing relationship with the SL coach. Moving forward we will still prioritise closer geography but also be flexible to the individual needs of participants as and when they arise as exceptions</i>
Changes to coaches' specification	We looked for experienced senior leaders who had experience of the Getting Ahead London programme as participants	<i>To continue with this adaptation</i>
Guidance offered to coaches	Aspiring senior leader coaches went through the same application, interview and training process as aspiring HT coaches	<i>Some aspiring SL coaches felt that they would appreciate more guidance in how to lead coaching sessions with their participants. In 2020-2021 we will provide a coaching handbook alongside an online bank of resources for coaches to use or refer to as part of their participation in the programme and will ensure on coaching days there is time for experienced and newer coaches to work together</i>
Preparation for application/interview	A separate session was designed for aspiring senior leaders to support them in their applications/interviews	<i>Although it was the right decision to have a separate session, our experience demonstrated that the participants needed more guidance and preparation time to help them to start thinking more whole school strategically and to get the most out of the session.</i>

		<i>Moving forward participants will be asked to prepare for this session with pre-reading/pre-thinking and the session will be extended to allow further time for discussion</i>
More specific leadership support	Outside of the above-mentioned adaptations there were no further aspiring SL adaptations to the programme	<i>Over the course of the programme it became clear that some of the aspiring senior leaders could do with further support on dealing with the jump between middle leadership and senior leadership. By expanding the online GAL resources and carefully tailoring the carousels to ensure we offer provision in these areas for those that need it we can make sure we are providing for the middle leader participants who need more specific leadership support. We will also have a focus on what is senior leadership as part of the application and interview masterclass for aspiring senior leaders.</i>
Ensuring readiness for participation	There were no adaptations made in the pilot year to ensure aspiring senior leaders were ready for participation	<i>Feedback from coaches was that some participants were a bit unclear on what they had signed up for and what the difference between coaching and mentoring was. Going forward all participants will be interviewed and will be provided with a handbook prior to the start of the programme to explain and clarify this for them.</i>

## 8. General Recommendations

### ***Progress from pilot year and further recommendations***

In the pilot year of the programme 2016-2017 an external evaluation was conducted by Professor Peter Mathews who made the following recommendations for programme development and process improvement. The recommendations and the progress that has been made over the past four programme years is outlined below alongside further actions for 2020-2021 and beyond.

<b>RECOMMENDATION</b>	<b>PROGRESS 2017-2020 and further recommendations</b>
<p>a. Marketing of the programme should be reviewed to ensure that it:</p> <ul style="list-style-type: none"> <li>- reaches more senior leaders directly to reduce their dependence on their head teachers passing on information;</li> <li>- gives sufficient time for reflection, encouragement, and persuasion of potential applicants - particularly those capable leaders that hesitate to progress to headship, and</li> <li>- provides links to a wider range of promotional material including, for example, case studies and video material.</li> </ul>	<ul style="list-style-type: none"> <li>● We reached out to groups, such as BAME-ed and Women-ed, LGBT-ed as well as teaching school networks and local authorities through the GLA, and asked them to share information on applying to the programme amongst their networks.</li> <li>● We increased our marketing on twitter</li> </ul> <p><i>Actions to further develop in 2020-2021</i></p> <ul style="list-style-type: none"> <li>● <i>Increase range of promotional material, video, case studies, personal testimonials</i></li> <li>● <i>Continue to increase marketing avenues</i></li> <li>● <i>Develop twitter campaign</i></li> </ul>
<p>b. The project should also consider what more could be done to encourage senior BME leaders to apply, although the first cohort included 25% BME participants.</p>	<ul style="list-style-type: none"> <li>● We reached out to BAME-ed and asked them to help promote the programme amongst their networks</li> <li>● Positively encouraged applicants who were BAME to apply in the application information</li> <li>● In 2019-2020 29.2% of aspiring headteacher participants came from a non-white background, with 41.7% of participants aspiring headteacher participants coming from a non-white British Background.</li> <li>● In 2019-2020 5/10 external speakers at central GAL events were from a BAME background</li> </ul> <p><i>Actions to further develop in 2020-2021</i></p> <ul style="list-style-type: none"> <li>● <i>Continue to promote programme to BAME participants and coaches</i></li> <li>● <i>Continue to invite a diverse range of speakers to GAL central events</i></li> <li>● <i>Work to develop our offer to coaches and participants to contain anti-racist and decolonisation content</i></li> </ul>
<p>c. Ensure programme events are built into coach and participant calendars at an early stage in the academic year.</p>	<ul style="list-style-type: none"> <li>● Dates for the programme year were given to participants and coaches at the start of the programme year</li> </ul> <p><i>Actions to further develop in 2020-2021</i></p> <ul style="list-style-type: none"> <li>● <i>No further actions needed</i></li> </ul>

<p>d. The programme should do more to stimulate participants to read, discuss and reflect on research that is most pertinent to leadership and the school's core functions related to curriculum, teaching, learning and assessment, and the well-being of children and young people.</p>	<ul style="list-style-type: none"> <li>● An online resource centre has been created for participants on the Challenge Partners website</li> <li>● This website area is being constantly added to with new resources</li> <li>● We also allow participants and coaches to access wider resources on the website such as webinar recordings from other programme events</li> </ul> <p><i>Actions to further develop in 2020-2021</i></p> <ul style="list-style-type: none"> <li>● <i>Continue to develop resource bank</i></li> <li>● <i>Record some online GAL events as webinars to share with those not in attendance/alumni</i></li> </ul>
<p>e. In looking ahead, the programme should develop a strategy for retaining some of the existing coaches and bringing in new expertise, knowledge and ideas to the programme.</p>	<ul style="list-style-type: none"> <li>● Advanced coach training was offered by Olevi to those coaches who were in their second year of the programme</li> <li>● Each year there have been new coaches added to the coaching pool (due to increasing size of cohort and coaches choosing to step down)</li> <li>● In 2019-2020 specifically we invited alumni to join as aspiring senior leader coaches to bring fresh ideas from the perspective of previous participants</li> </ul> <p><i>Actions to further develop in 2020-2021</i></p> <ul style="list-style-type: none"> <li>● <i>In 2020-2021 participants from the first cohort who secured headships will be invited back to apply to become coaches (they will have met the minimum experience requirement and will bring a fresh perspective of how the programme supported them in their early headship years)</i></li> </ul>
<p>f. Leadership coaches should be accredited with a recognised body and their practice should continue to be monitored and quality assured.</p>	<ul style="list-style-type: none"> <li>● Coaches in the second year of the programme have the opportunity to take on additional training that allows them to become accredited coaches through Olevi</li> <li>● Quality assurance processes are thorough with brokers calling every coach and one participant from each coaching trio (visits are then conducted if there are coaches we have concerns about)</li> <li>● We created a contract for coaches outlining what our expectations are of them to ensure all participants are receiving an equally high-quality experience with their coaches</li> </ul> <p><i>Actions to further develop in 2020-2021</i></p> <ul style="list-style-type: none"> <li>● <i>Develop a handbook for coaches that they can refer back to with guidance and expectations</i></li> </ul>
<p>g. Future programmes should retain opportunities to bring coaches together periodically for reflection, exchange of ideas and issues, and planning since this adds to the value the coaches can provide to participants and to the motivation and development of coaches.</p>	<ul style="list-style-type: none"> <li>● This is an element we have kept in the programme, following this guidance</li> <li>● Previously we have used this time to offer additional leadership training for coaches, additional coaching training (CRASH TO COACH training on participant readiness for coaching) and used the time for coach feedback on how we</li> </ul>

	<p>plan whole cohort events and what content we should cover</p> <ul style="list-style-type: none"> <li>● In 2019-2020 we also introduced carousel events where coaches offered short 15-20-minute sessions to participants on topics such as HR, leading difficult conversations, developing your vision etc.</li> </ul> <p><i>Actions to further develop in 2020-2021</i></p> <ul style="list-style-type: none"> <li>● <i>No further actions needed</i></li> </ul>
<p>h. Coaching sessions should encompass visits to and take place in different schools where possible.</p>	<ul style="list-style-type: none"> <li>● Coaches were encouraged to hold the coaching sessions in each of the participants' schools as well as their own, several coaches reported doing this</li> </ul> <p><i>Actions to further develop in 2020-2021</i></p> <ul style="list-style-type: none"> <li>● <i>Due to current circumstances coaching may also have to be virtual - we need to ensure face to face time is prioritised early on if possible to ensure effective and deep coaching relationships are developed</i></li> </ul>
<p>i. Review the timing, location and content of networking events so as to facilitate their attendance by participants and optimise the time spent by participants and the quality of the experience. Events confined to the evening are not ideal.</p>	<ul style="list-style-type: none"> <li>● Events are run at a mix of times of day, week and year to try to make sure some of them work for everyone</li> <li>● Participants now sign a "contract" where they agree to attend all events and coaching sessions to highlight and emphasise their commitment to the programme and the programme's commitment to them</li> </ul> <p><i>Actions to further develop in 2020-2021</i></p> <ul style="list-style-type: none"> <li>● <i>More events will be run virtually (out of necessity) we will monitor how this impacts on attendance and engagement to see if is an option to embrace further moving forward</i></li> </ul>
<p>j. Participants should be nurtured as 'graduates' and alumni of the programme and they and their coaches should be encouraged to maintain their link until the participant is established in his or her first headship.</p>	<ul style="list-style-type: none"> <li>● Alumni are invited to access participant resources</li> <li>● Alumni receive a termly newsletter containing information on development opportunities, events in London and job vacancies</li> </ul> <p><i>Actions to further develop in 2020-2021</i></p> <ul style="list-style-type: none"> <li>● <i>The COVID-19 pandemic and move to virtual events offers us the opportunity to provide more opportunities to our alumni in inviting them to listen to speakers/ view webinar recordings etc with minimal/no additional delivery costs</i></li> <li>● <i>Further work with coaches to establish if/how they maintain contact with their participants and how this can be further supported</i></li> <li>● <i>Work to develop a process to update our directory of alumni contacts and create a up to date record of alumni destinations</i></li> </ul>

<p>k. The project should consider how the most capable participants could be developed as leadership coaches to middle leaders and other potential senior leaders.</p>	<ul style="list-style-type: none"> <li>● In 2019-2020 we offered the opportunity for alumni to become aspiring senior leader coaches</li> </ul> <p><i>Actions to further develop in 2020-2021</i></p> <ul style="list-style-type: none"> <li>● <i>In 2020-2021 participants from the first cohort who secured headships will be invited back to apply to become coaches (they will have met the minimum experience requirement and will bring a fresh perspective of how the programme supported them in their early headship years)</i></li> </ul>
<p>l. Extend evaluation of the impact of the programme by measures which could include:</p> <ul style="list-style-type: none"> <li>• tracking the leadership progression of the first and subsequent cohorts of participants for one or, preferably, two years after their involvement</li> <li>• undertaking some illustrative case studies of a sample of participants.</li> </ul>	<ul style="list-style-type: none"> <li>● We have maintained contact with the alumni from the first year of the programme so that we can try to gather this information from them</li> <li>● We have conducted a small number of qualitative case studies with previous participants</li> </ul> <p><i>Actions to further develop in 2020-2021</i></p> <ul style="list-style-type: none"> <li>● <i>Increase case study bank including diverse leaders (in terms of ethnicity, phase, leadership stage, whether they decided to progress to headship or not etc.)</i></li> <li>● <i>Create some case study video interviews (with coaches and participants)</i></li> </ul>
<p>m. Build capacity and 'road test' the approach in another urban conurbation to see how well it can be replicated elsewhere.</p>	<ul style="list-style-type: none"> <li>● Sought DfE funding through the TLIF in 2018 but was unsuccessful</li> </ul> <p><i>Actions to further develop in 2020-2021</i></p> <ul style="list-style-type: none"> <li>● <i>Continue to search for funding to allow us to expand into other urban areas</i></li> <li>● <i>Exploring funding opportunities to support continued delivery of the programme in London</i></li> </ul>

## 9. References

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