The School Leadership Challenge: 2022
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Teach First, The Future Leaders Trust and Teaching Leaders have a joint mission to end educational inequality. We believe that the right leadership in schools can transform expectations for disadvantaged pupils and equip them with skills that will enable success at school and on into the workplace.

We conducted this research into the supply of leaders in schools in England to discover the extent and cause of empty posts in these critical positions. Our report suggests that by 2022 England could be in need of up to 19,000 school leaders.

Our challenge is to fill this gap. We’re contributing by providing leadership development from the start via Teach First’s Leadership Development Programme; and providing an integrated career pathway for middle leaders to multi-academy trust chief executives via the upcoming merger of Teaching Leaders and The Future Leaders Trust. This will accelerate more people to leadership roles and we believe it will increase retention too. We must also encourage those to consider headship who may have ruled it out – particularly under-represented groups including women and Black, Asian and minority ethnic leaders.

This report makes further recommendations on how to increase the school leadership pipeline that we will work with the rest of the sector to achieve:

- Develop a new generation of leaders via more effective opportunities that encourage career progression to headship
- Expand the pool of leaders, including welcoming executives from outside the profession
- Change sector culture to promote organised leadership development and progression as a norm
- Raise awareness of the positive impact of school leaders

We want to see people working in schools who are passionate about children achieving and have the skills to make it happen. School leaders’ job is to create school environments where everyone can flourish – children, teachers and budding school leaders.

If we are to realise our vision of a society where every child achieves, we need excellent school leaders and this report finds that we need many more of them.

Brett Wigdortz OBE, Founder and CEO of Teach First
James Toop, CEO of Teaching Leaders and The Future Leaders Trust

November 2016
Summary

‘The School Leadership Challenge’ provides an analysis of the supply and demand for school leaders until 2022. We know that schools in England face real challenges in attracting, developing and retaining leaders. Research found 40% of school governors face challenges in finding good candidates for senior roles, forcing schools to create ad hoc, short-term solutions.

In summer 2016, TeachFirst, Teaching Leaders and The Future Leaders Trust investigated the extent and causes of these recruitment issues. The report delivers the first integrated, nation-wide view of the scale and nature of this problem; more importantly it also presents solutions, highlighting successful initiatives in the UK and elsewhere.

The case for leadership

Much existing, largely qualitative research identifies how school improvement and high performance are reliant on good leadership (Appendix, slide 5). In addition, analysis of Ofsted data shows that improvement is less likely without good leadership.

A school where Ofsted rates leadership and management higher than overall performance is ten times more likely to improve its overall Ofsted rating at the next inspection than one where leadership and management is rated worse than the overall performance. Of those where leadership and management is rated worse, 40% declined in overall Ofsted performance at the next inspection (Appendix, slide 6).

Methodology

Data from Edubase and the School Workforce Census were used to calculate the supply of headteachers based on their historic growth in numbers, retirement rates, the age of teachers and those who leave the profession early. Data from the Office for National Statistics were used to calculate the likely growth in student numbers and hence the demand for schools and therefore school leaders.

In the analyses a school leader is an assistant head, deputy head, headteacher or head of school, executive headteacher or CEO.

For this study, we do not include middle leadership because the School Workforce Census does not list middle leaders as a separate category.

1. Due to the data available, this research defines a ‘school leader’ as an assistant head, deputy head, headteacher or head of school, executive headteacher or CEO.
The context

By 2022, unless action is taken, the report projects that England may face a shortage of between 14,000 and 19,000 school leaders (Appendix, slide 7), affecting almost one in four schools in England. Three factors underlie this:

- **Increasing demand**: Up to 8,000 new leaders may be needed to meet a growth in leadership positions caused by an increased number of executive head and CEO roles in academy trusts.

- **An existing issue**: Based on the expectation that larger schools need more leaders, the research shows there is already a current need for 2,000-3,000 additional leaders in the system with some being ‘over-stretched’ to fill the deficit.

- **More leaders retiring or leaving**: The supply of leaders is expected to fall by 8,000 due to retirement and leaders leaving the profession early. Half of the existing leadership pool is expected to leave education in the next six years.

Currently secondary schools are most affected but by 2022 both primary and secondary schools across the country are likely be impacted, particularly those serving our most disadvantaged students.

**Schools with many disadvantaged students would be impacted disproportionately**

The report projects this would be most severe in schools serving England’s most disadvantaged children. These schools make up 40% of all schools in England but are likely to face half of the leadership shortage. By 2022, our most challenged schools may need up to 10,000 more school leaders (Appendix, slide 11). That is equivalent to one missing leader in every school in a challenging context.

**The cost of school leadership**

The impact is already clear as schools are estimated to spend up to £200m per year on recruitment with many failing to find the quality of candidate that they want. According to a NAHT survey covering 200 leadership roles, over 30% of adverts for headteacher positions in 2015 received no applications (Appendix, slide 16).
Four challenges for leadership

Interviews with stakeholders and quantitative analyses indicated four challenges to closing the leadership gap (Appendix, slide 21):

1. **Potential headteacher applicants are deterred by the challenges of the role as it is currently and are not effectively incentivised to apply.**

   Qualitative research found teachers are put off by high stakes accountability, the breadth of additional responsibilities and the distance from classroom teaching.

   There is a perception that the transition from deputy to headteacher comes with far greater accountability but not a commensurate rise in pay. The salary is also weighted by number of students in the school and geography, rather than the scale of the challenge.

2. **Recruitment of headteachers is inconsistent, affected by both a lack of candidates in particular areas, and inexperience in recruitment of headteacher roles.**

   Governing bodies may lack experience of recruiting for key leadership roles; and so are over cautious in appointments.

   There is limited succession planning because demand is only identified at school level and few individuals have clear career pathways.

   Some schools find it particularly difficult to recruit because they are in highly deprived and/or isolated areas. The school type also limits the pool of applicants (e.g. faith schools),
3. **The profession lacks a culture of development and feedback with varied access to opportunities.**

Individual access to development opportunities varies greatly because the profession lacks a shared culture of development and feedback.

Identification of leadership potential is subjective, depending on individual headteachers. There is no central mechanism to moderate postings, and available programmes vary in quality, with no consistent measure of their value.

‘Technical’ skills training is also very limited, leading to an unmet appetite for basic management tools and strategies and a reluctance to recognise external qualifications as relevant.

4. **Leaders do not get the support or feel the motivation that would keep them in leadership roles and increase retention.**

The support individuals receive varies greatly. In some cases heads lack support from governing bodies, who may, for example, focus on Ofsted reports for performance management.

The availability of coaching, mentoring and peer review mechanisms is patchy. Single schools have no incentive to develop leaders who could move elsewhere and may not remain part of a broader network.

There is no single, strong voice for development in the profession which could provide a framework for good leadership, and no counterbalance to factors which may push leaders out of the profession such as: poor work/life balance; radical change in the professional landscape; and pension changes.
Finding the new leaders

The leadership pool is not representative of the teaching population. Compared to teachers, headteachers are older, less likely to be from Black, Asian and minority ethnic groups and less likely to be female (Appendix, slide 19). This under-representation suggests there are many potential leaders in the female and BAME workforce, so identifying these existing teachers could contribute to addressing the problem.

With five years of experience, high-performing teachers can be ready to move into senior leadership. There are 240,000 teachers with this level of experience who are not in leadership roles and may also represent untapped potential.

A structured career pathway of development could provide these ‘missing leaders’ with the support and direction that will encourage and enable them to become school leaders.

Working towards a solution

A literature review, a review of high-performing education systems and expert interviews identified clear characteristics of good practice (Appendix, slides 27-28). These included establishing clear career pathways, cross-school succession planning and providing support for governing bodies who are making appointments.

There must also be a dramatic shift in the culture of schools. It should change to a culture that ensures aspiring and existing leaders have access to personalised development combining academic and practical learning, mentoring and coaching and peer-to-peer support networks.

Our report proposes four interventions:

1. Develop a new generation of school leaders
2. Expand the pool of candidates for executive roles
3. Drive system change to support leaders more effectively and provide clear career pathways
4. Build the brand of school leadership

In combination, ‘The Leadership Challenge’ projects that these interventions could deliver the number of leaders needed by 2022.

Further discussion of these interventions can be found in the Appendix slides. Analytical support was provided by McKinsey.
Next steps

Based on the findings and recommendations set out in this report Teach First, Teaching Leaders and The Future Leaders Trust are committed to taking action that will address the leadership shortage and unite the sector around this vital issue to ensure that we do not face a leadership gap by 2022.

We will use this report to develop an action plan for ourselves and our partners across the sector and other industries. Informed by feedback from our own projects and other existing schemes we will work in partnership with schools and system leaders to ensure our plans will have a significant impact on schools that work in challenging contexts. We will create a network of leaders who are committed to raising the attainment of every child.

Teach First

Teach First believes that disadvantage should not determine destiny. Our vision is that no child’s educational success should be limited by their socio-economic background.

Our charity invests in the power of people to change the lives of children from low income backgrounds by: finding and developing great people to teach and lead in schools facing the greatest challenges; increasing the attainment and aspirations of pupils and their access to higher education and employment; and building a movement of teachers, school leaders, social entrepreneurs, policy makers and business people who are committed to ending educational inequality.

Visit teachfirst.org.uk.

Teaching Leaders and The Future Leaders Trust

The Future Leaders Trust and Teaching Leaders work to raise the achievement of children served by schools in challenging circumstances. They provide expert leadership development for middle and senior leaders, aspiring heads, executive heads and academy trust CEOs.

In November 2016, both organisations will join forces. Together they have more than 18 years’ success of developing leaders in schools throughout the country and a joint network of over 3,500 school leaders dedicated to raising the achievement of children.

Visit future-leaders.org.uk or teachingleaders.org.uk.
Appendix
**Summary of findings**

1. **Good leadership is a key ingredient of good school performance.** This is evident in England where schools with good leadership get better results and schools with weak leadership get worse results.

2. Given this, schools across England are set to face a **leadership challenge in the next 5-7 years.** Assuming no other changes in the system, there is a risk of a **shortage of up to 19,000 leaders by 2022.** The data suggests that this might be **most acute in secondary schools,** and that the situation could worsen across the country.

3. **Cracks in the system are already being seen and felt.** Schools are struggling to make appointments, there are concerns being voiced around quality, and **various stop-gap solutions are being deployed** to close the emerging gaps in the system.

4. Despite this bad news, **the system is not short of talented potential leaders.** 65% of school leaders are white and over 45, despite representing <25% of classroom teachers. This illustrates a problem, but more importantly an opportunity; the question becomes one of how the system can develop talented leadership from the **substantial potential pool of classroom teachers** today as well as looking at other innovative ways of getting talented leaders into schools.

5. **Overall, however, there are four big challenges that the system faces** in achieving this and keeping good leaders in school:
   - Potential applicants are deterred by the role and not effectively incentivised to apply
   - Recruitment and placement is inconsistent with problems particularly acute in some locations
   - Leadership development opportunities are limited and variable
   - Leaders do not get the support or feel the motivation that would keep them in leadership roles

6. Across these challenges are a **set of 11 underlying issues.** It is an imperative to act now – the types of issues that exist include structural ones, as well as ones that will take years to correct in a sustainable manner.

7. To develop solutions we conducted a top down assessment to identify **15 characteristics of high performing systems,** a global scan that highlighted **28 upcoming innovations** from England and overseas, and a synthesis of **18 recommendations from our interviews and research.** We leveraged these 61 data points to suggest **4 solutions / enablers that could be deployed** in the UK.

8. These solutions are about developing a **new generation of young leaders** for schools, sourcing **great external talent** for executive roles and driving **system to change to embrace school leaders.** For these solutions to be effective, there is also a need to elevate the **brand of school leadership.**

9. Ultimately, solving the leadership crisis is about **increasing the number of people excited to enter school leadership,** and **improving the training and support available for school leaders.** These two outcomes can meet the challenges of the current system by creating a sustainable career journey for a new wave of school leaders across the country.
## Overview of methodology

### What it is

- **School Leadership definition** includes all:
  - MAT CEOs/Executives
  - Head Teachers
  - Deputy Heads
  - Assistant Heads
    - Input data for the analysis included:
      - Edubase - School and Basic Information List (2016)
      - DfE - School Workforce Survey (2015)

- Supply and Demand projection is a **top down analysis** on school leaders in England at an aggregated level

- **Supply** projection is only **based on historic trend** of growth, retirement and attrition rate, and age demographic of teachers in England and current proportion of leaders

### What it is not

- Analysis of the impact of major **landscape changes** on the teacher population (i.e., UK's decision to withdraw from the EU)

- **Precise forecast** that accounts for changes in **funding** available for leadership positions or schools (i.e., any new national funding formulas not taken into account)

- **Granular analysis of individual region or school level vacancies**
Executive Summary

**Baseline**

1. **Good leadership is a key ingredient of good school performance.** This is evident in England where schools with good leadership get better results and schools with weak leadership get worse results.

2. Given this, schools across England are set to face a **leadership challenge in the next 5-7 years**. Assuming no other changes in the system, there is a risk of a **shortage of up to 19,000 leaders by 2022**. The data suggests that this might be **most acute in secondary schools**, and that the situation could worsen across the country.

3. **Cracks in the system are already been seen and felt.** Schools are struggling to make appointments, there are concerns being voiced around quality, and **various stop-gap solutions are being deployed** to close the emerging gaps in the system.

4. Despite this bad news, **the system is not short of talented potential leaders**. 65% of school leaders are white and over 45, despite representing <25% of classroom teachers. This illustrates a problem, but more importantly an opportunity; the question becomes one of how the system can develop talented leadership from the **substantial potential pool of classroom teachers** today as well as looking at other innovative ways of getting talented leaders into schools.

**Challenges**

5. Overall, however, there are **four big challenges that the system faces** in achieving this and keeping good leaders in school:
   - Potential applicants are deterred by the role and not effectively incentivised to apply
   - Recruitment and placement is inconsistent with problems particularly acute in some locations
   - Leadership development opportunities are limited and variable
   - Leaders do not get the support or feel the motivation that would keep them in leadership roles

6. Across these challenges are a **set of 11 underlying issues**. It is an imperative to act now – the types of issues that exist include structural ones, as well as ones that will take years to correct in a sustainable manner.

**Solutions**

7. To develop solutions we conducted a top down assessment to identify **15 characteristics of high performing systems**, a global scan that highlighted **28 upcoming innovations** from England and overseas, and a synthesis of **18 recommendations from our interviews and research**. We leveraged these 61 data points to suggest **4 solutions / enablers that could be deployed** in the UK.

8. These solutions are about developing a **new generation of young leaders** for schools, sourcing **great external talent** for executive roles and driving **system to change to embrace school leaders**. For these solutions to be effective, there is also a need to elevate the **brand of school leadership**.

9. Ultimately, solving the leadership crisis is about **increasing the number of people excited to enter school leadership**, and **improving the training and support available for school leaders**. These two outcomes can meet the challenges of the current system by creating a sustainable career journey for a new wave of school leaders across the country.
Good leadership is important for well performing schools

“To date we have not found a single case of a school improving its student achievement record in the absence of talented leadership.”

Seashore Louis, Leithwood, Wahlstrom, Anderson, 2010

“Our case study evidence confirms the importance of head teachers to the level of expectations, aspirations and wellbeing of staff, the improvement of teaching and learning conditions, and the wellbeing and achievement of pupils”

National College for Leadership of Schools, 2010

“Schools with greater principal stability had higher school mean scale scores.”

Brockmeier, Starr, Green, Pate, Leech, Valdosta State University (2013)

SOURCE: *Investigating the links to improved school learning* Seashore Louis, Leithwood, Wahlstrom, Anderson (2010); “10 strong claims about successful school leadership” National College for Leadership of Schools (2010); “Principal and School-Level Effects on Elementary School Student Achievement” Brockmeier et al.
Over time, it can be seen that lower levels of school leadership have a negative impact on the future performance of the school

2008 - 2016

Where leadership > performance, 95% of schools improved performance or stayed the same

Where leadership < performance, 93% of schools reduced performance or stayed the same

% of schools with leadership > overall in previous inspection

- Received worse overall rating: 4.6%
- Same overall rating: 21.2%
- Improved overall Ofsted rating: 74.2%

% of schools with leadership < overall in previous inspection

- Received worse overall rating: 7.0%
- Same overall rating: 53.5%
- Improved overall Ofsted rating: 39.5%

1 Effectiveness of Leadership is a contributing factor to overall effectiveness in the same inspection. Ofsted inspections provides 4 point scale rating on (A) overall effectiveness, (B) effectiveness of leadership and management, (C) quality of teaching, learning and assessment, (D) personal development, behaviour and welfare, and (E) outcomes for children and learners for each school

2 The recent inspections took place in 2008-2016 depending on the school with the previous inspection typically taking place 2-3 years prior to that

SOURCE: Ofsted Maintained schools and academies inspections and outcomes as at 31 March 2016
Unless addressed, England will face a school leadership shortage of 14,000 – 19,000 leaders.

School Leader supply\(^1\) and average demand\(^2\) projection

<table>
<thead>
<tr>
<th>Years</th>
<th>Supply</th>
<th>Shortage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>61</td>
<td>65</td>
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<tr>
<td>2017</td>
<td>59</td>
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<td>2018</td>
<td>57</td>
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<td>2019</td>
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<td>2020</td>
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<td>2021</td>
<td>53</td>
<td>68</td>
</tr>
<tr>
<td>2022</td>
<td>53</td>
<td>69</td>
</tr>
</tbody>
</table>

14-19K school leader shortage is based on:

- 65% of school leaders are over 45, which will drive attrition over the next 10-15 years
- Majority of school leader appointments take place at age 40 or over, limiting addition of new school leaders
- One in four schools across the country could be impacted by this shortage

Supply: Total pool of leaders holding today’s age demographics constant
Demand: Total number of leadership roles required in England
Statistical Shortage: Additional leaders needed to bring leadership FTE up to average for larger than average schools, based on current (2016) numbers
Ranged to 14-19K, allowing for some variation in guiding assumptions

SOURCE: Edubase - School and Basic Information List (2016); DfE - School Workforce Survey (2015); Team Analysis
# How do our eligible schools compare with the national picture?

<table>
<thead>
<tr>
<th>Eligible schools</th>
<th>England</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Overall, there are ~9,000 eligible schools in England; these schools tend to have lower Ofsted ratings than others</td>
<td>▪ There are ~22,000 schools around the country</td>
</tr>
<tr>
<td>▪ Half the national shortage (7,000-10,000 leaders) of school leaders that it is estimated will exist by 2022 is expected to occur in eligible schools; this consists of:</td>
<td>▪ National shortage (14,000-19,000 leaders) of school leaders is estimated by 2022; this consists of:</td>
</tr>
<tr>
<td>− 900-1,400 is the current shortage today</td>
<td>− 2,000-3,000 is the current shortage today</td>
</tr>
<tr>
<td>− 5,000 due to increasing gap between demand and supply</td>
<td>− 8,000 due to increasing gap between demand and supply</td>
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<tr>
<td>− 2,000-4,000 due to growth in MATS and new schools</td>
<td>− 4,000-8,000 due to growth in MATS and new schools</td>
</tr>
<tr>
<td>▪ In addition, 16,000-18,000 new leaders will need to be recruited to meet attrition in eligible schools over the next 6 years</td>
<td>▪ In addition, 35,000-43,000 new leaders will need to be recruited to meet attrition in eligible schools over the next 6 years</td>
</tr>
<tr>
<td>▪ Furthermore, eligible schools are already struggling to fill vacancies</td>
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<tr>
<td>▪ Despite these challenges, there are indications that TF and TL/FL models are doing better in addressing the leadership challenge than other schools:</td>
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<tr>
<td>− TF ambassadors are getting appointed as leaders 5-10 years faster</td>
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<tr>
<td>− The make up of TF school leaders is far more diverse</td>
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</table>
There are ~9,000 TF/TL/FL eligible schools in England; 39% of primary, 59% of secondary schools are eligible

<table>
<thead>
<tr>
<th></th>
<th>Academies</th>
<th>Free Schools</th>
<th>LA maintained schools</th>
<th>Grand Total</th>
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<tbody>
<tr>
<td><strong>Nursery</strong></td>
<td>1,157</td>
<td>48</td>
<td>251</td>
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<td>772</td>
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<td><strong>16 Plus</strong></td>
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<td>1</td>
<td>2</td>
<td>3</td>
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<td><strong>All Through</strong></td>
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<td>25</td>
<td>101</td>
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<tr>
<td><strong>Others</strong></td>
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<td>12</td>
<td>22</td>
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<td><strong>Grand Total</strong></td>
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1 School leaders include school heads, deputy heads, and assistant heads (including advisory teachers)

SOURCE: Edubase - School and Basic Information List (2016); DfE - School Workforce Survey (2015); TF/TL/FL school list
Eligible schools are achieving lower Ofsted ratings which are on par with schools with higher deprivation levels.

Ofsted overall rating by deprivation index and eligible school

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<th>Outstanding</th>
<th>Good</th>
<th>Requires improvement</th>
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SOURCE: Ofsted Maintained schools and academies inspections and outcomes as at 31 March 2016; TF/TL/FL school list
A gap of 7-10K school leaders is projected in eligible schools by 2022

School Leader supply\(^1\) and average demand\(^2\) projection for eligible schools

Thousands of leaders

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<td>8</td>
</tr>
</tbody>
</table>

7-10K school leader shortage is based on:

- 2-4K expected growth in number of leadership positions
- 5K expected decrease in supply
- 0.9-1.4K capacity shortage in comparison to national average\(^3\)

Half of the shortage will hit eligible schools despite only 40% of schools being eligible

1 Supply: Total pool of leaders holding today's age demographics constant
2 Demand: Total number of leadership roles required in England
3 Statistical Shortage: Additional leaders needed to bring leadership FTE up to average for larger than average schools, based on current (2016) numbers

SOURCE: Edubase - School and Basic Information List (2016); DfE - School Workforce Survey (2015); Team Analysis
This is partly demand driven, with England needing to replace or recruit an additional 40,000 - 53,000 leaders over the next 6 years.

School Leader demand projection

Thousands of leaders, cumulative up to 2022

- More than half of the current leaders will leave in the next 6 years
- 30% of current leaders are >50 years old
- MATs create demand for new talent across executive and pedagogical functions

3,800 larger than average schools have fewer than average FTE of leaders

2-3
16-20
19-23
0.5-1.5
3-6
67-72
40,000-53,000
2016
Retirement
Non-retirement
New Schools
MATs
2022

The system needs to train more than 20 new school leaders every day to meet its needs

1 Demand: Total number of leadership roles required in England
2 Statistical Shortage: Additional leaders needed to bring leadership FTE up to average for larger than average schools
3 Executive talent includes CEOs, CFOs, etc. Pedagogical talent includes subject specialists. Variable depending on the number, size, structure of the MATs in 2022. Numbers could come from executives hired into MATs or leadership at schools.
4 New Schools: Additional leaders required for new schools based on expected capacity shortage
5 MATs: Additional MAT leaders needed for new / growing MATs

SOURCE: Edubase - School and Basic Information List (2016); DfE - School Workforce Survey (2015); Team Analysis
It is also driven by decreasing supply, with not enough school leaders coming through to replace the attrition in the sector.

Age profile of teachers and school leaders in England

<table>
<thead>
<tr>
<th>% in each age group</th>
<th>All Teachers</th>
<th>School Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 25</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>25-29</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>30-34</td>
<td>17</td>
<td>11</td>
</tr>
<tr>
<td>35-39</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>40-44</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td>45-49</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>50-54</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>55-59</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>60+</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Conversion Rate¹

- Under 25: 0%
- 25-29: 2%
- 30-34: 9%
- 35-39: 16%
- 40-44: 21%
- 45-49: 22%
- 50-54: 23%
- 55-59: 24%
- 60+: 19%

Total: 15%

Teachers in 2022 (000)

- Under 25: 99
- 25-29: 139
- 30-34: 82
- 35-39: 57
- 40-44: 46
- 45-49: 40
- 50-54: 25
- 55-59: 17
- 60+: 15

Total: 520

Leaders in 2022 (000)

- Under 25: 0
- 25-29: 3
- 30-34: 8
- 35-39: 10
- 40-44: 11
- 45-49: 9
- 50-54: 6
- 55-59: 4
- 60+: 4

Total: 54

Although the current linear growth rate of ~2% forecasts 69K leaders in 2022, this will not be sustainable without significant changes in the trend of school leader appointments.

¹ The proportion of all teachers who hold leadership roles in that age bracket

SOURCE: DfE - School Workforce in England: November 2015, Team Analysis
The current shortage is substantially greater for secondary schools.

**Shortage of primary school leaders in each local authority in percentage of leadership positions**

<table>
<thead>
<tr>
<th>Shortage (%)</th>
<th>No Shortage</th>
<th>0.0-2.5</th>
<th>2.5-5</th>
<th>5-7.5</th>
<th>7.5-10</th>
<th>10-20</th>
<th>20-22</th>
<th>22-24</th>
<th>24-26</th>
<th>26-28</th>
<th>28-30</th>
<th>&gt;30</th>
</tr>
</thead>
</table>

**Top 5 least shortage LAs**
- London
- Hampshire
- Reading
- Hampshire
- Reading

**Top 5 most shortage LAs**
- Blackpool
- York
- Thurrock
- Hampshire
- Bournemouth

**Shortage of secondary school leaders in each local authority in percentage of leadership positions**

<table>
<thead>
<tr>
<th>Shortage (%)</th>
<th>No Shortage</th>
<th>0.0-2.5</th>
<th>2.5-5</th>
<th>5-7.5</th>
<th>7.5-10</th>
<th>10-20</th>
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**Top 5 most shortage LAs**
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- York
- Thurrock
- Hampshire
- Bournemouth

SOURCE: Edubase - School and Basic Information List (2016); DfE - School Workforce Survey (2015); Team Analysis
But primary and secondary schools across all areas will see significantly higher shortages by 2022.

Shortage of primary school leaders in each local authority in percentage of leadership positions

Top 5 least shortage LAs
1. Thurrock
2. Blackpool
3. Wigan
4. Barnsley
5. Bracknell Forest

Top 5 most shortage LAs
1. Tower of Hamlets
2. Havering
3. Kingston upon Thames
4. Redbridge
5. Lewisham

Shortage of secondary school leaders in each local authority in percentage of leadership positions

Top 5 least shortage LAs
1. Hampshire
2. Rutland
3. Bracknell Forest
4. Hammersmith and Fulham
5. Sutton

Top 5 most shortage LAs
1. Birmingham
2. Blackpool
3. Westminster
4. Westminster
5. London

SOURCE: Edubase - School and Basic Information List (2016); DfE - School Workforce Survey (2015); Team Analysis
The current strain on the system is being evidenced in three ways:

- **Some schools struggle to attract any applicants**
  - It has been suggested that £200m per annum is spent on leadership recruitment campaigns.

- **Widespread concerns about the quality of applicants**
  - Many interviewees said that applicants lacked the skills and expertise they were looking for, leading some to prefer to develop and promote internally.

- **Ad hoc solutions being employed**
  - Assistant head population growing at 6% per annum to retain top talent.
  - Some middle leaders described being told to take leadership roles, regardless of their aspirations.

- Interviews indicate that these are not new issues, but have existed for some time.
- Baseline analysis suggests that this situation is not sustainable.

SOURCE: 32 stakeholder interviews, Focus group (12 middle leader participants) and online survey (55 middle leader respondents)
EXAMPLE: more assistant head hires are being seen across England which is not filtering through to head positions

<table>
<thead>
<tr>
<th>Year</th>
<th>School Heads</th>
<th>Deputy Heads</th>
<th>Assistant Heads</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>57</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>2011</td>
<td>57</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>2012</td>
<td>58</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>2013</td>
<td>60</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>2014</td>
<td>62</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>2015</td>
<td>63</td>
<td>20</td>
<td>18</td>
</tr>
</tbody>
</table>

Growth in assistant head numbers is driven by role inflation to retain talent at middle management

1. Assistant heads including advisory teachers
2. Number of all state funded schools including nursery, primary, and secondary

SOURCE: DfE - School Workforce Survey (2015); Team Analysis
Example: there are stark differences between applications being received across different types of schools and leadership roles

<table>
<thead>
<tr>
<th></th>
<th>Advertisement for Primary school leadership role by application received¹</th>
<th>Advertisement for Secondary school leadership role by application received¹</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Headteacher</td>
<td>Deputy Headteacher</td>
</tr>
<tr>
<td></td>
<td>31.4</td>
<td>25.9</td>
</tr>
<tr>
<td></td>
<td>11.4</td>
<td>7.4</td>
</tr>
<tr>
<td></td>
<td>25.7</td>
<td>59.3</td>
</tr>
<tr>
<td></td>
<td>31.4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th><strong>Avg applicants per advertisement</strong></th>
<th><strong>0</strong></th>
<th><strong>1 to 5</strong></th>
<th><strong>6 to 10</strong></th>
<th><strong>11+</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Headteacher</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deputy Headteacher</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Headteacher</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headteacher</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deputy Headteacher</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Headteacher</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- According to NAHT’s survey, schools are struggling to recruit across both the primary and secondary sector
- Schools struggle to recruit head teachers in 72% of cases, deputy head in 64% of cases and assistant heads in 63%
- Nearly half of schools now use recruitment agencies to recruit their permanent roles at average £3,000 per vacancy but can run up to £10,000

¹ Based on a survey response in Jan/Feb on number of applications received for advertised roles. Sample size of ~200 leadership roles out of ~5,300 unique leadership roles advertised in 2015

Source: TES application data FY2015, The NAHT school recruitment survey 2015
Finally, much of the teacher population is a largely un-tapped source of potential leaders - 65% of leaders are white and >45 years old.

The data suggest three forms of glass ceiling for teachers:
- Age (>45 years old)
- Sex (male for secondary, female for primary)
- Ethnicity (white)

SOURCE: DfE – School Workforce in England (2015), Team Analysis
### Executive Summary

1. **Baseline**
   - **Good leadership is a key ingredient of good school performance.** This is evident in England where schools with good leadership get better results and schools with weak leadership get worse results.
   - **Given this,** schools across England are set to face a **leadership challenge in the next 5-7 years.** Assuming no other changes in the system, there is a risk of a **shortage of up to 19,000 leaders by 2022.** The data suggests that this might be **most acute in secondary schools,** and that the situation could worsen across the country.
   - **Cracks in the system are already seen and felt.** Schools are struggling to make appointments, there are concerns being voiced around quality, and **various stop-gap solutions are being deployed** to close the emerging gaps in the system.
   - Despite this bad news, **the system is not short of talented potential leaders.** 65% of school leaders are white and over 45, despite representing <25% of classroom teachers. This illustrates a problem, but more importantly an opportunity; the question becomes one of how the system can develop talented leadership from the **substantial potential pool of classroom teachers** today as well as looking at other innovative ways of getting talented leaders into schools.

2. **Challenges**
   - Overall, however, there are **four big challenges that the system faces** in achieving this and keeping good leaders in school:
     - Potential applicants are deterred by the role and not effectively incentivised to apply
     - Recruitment and placement is inconsistent with problems particularly acute in some locations
     - Leadership development opportunities are limited and variable
     - Leaders do not get the support or feel the motivation that would keep them in leadership roles
   - Across these challenges are a **set of 11 underlying issues.** It is imperative to act now — the types of issues that exist include structural ones, as well as ones that will take years to correct in a sustainable manner.

3. **Solutions**
   - To develop solutions we conducted a top down assessment to identify **15 characteristics of high performing systems,** a global scan that highlighted **28 upcoming innovations** from England and overseas, and a synthesis of **18 recommendations from our interviews and research.** We leveraged these 61 data points to suggest **4 solutions / enablers that could be deployed** in the UK.
   - These solutions are about developing a **new generation of young leaders** for schools, sourcing **great external talent** for executive roles and driving **system to change to embrace school leaders.** For these solutions to be effective, there is also a need to elevate the **brand of school leadership.**
   - Ultimately, solving the leadership crisis is about **increasing the number of people excited to enter school leadership,** and **improving the training and support available for school leaders.** These two outcomes can meet the challenges of the current system by creating a sustainable career journey for a new wave of school leaders across the country.
Our baseline analysis leaves us with a clear question to address

The Question is…

How can a shortage of 14,000-19,000 school leaders be met in a way that:

- Maintains or improves standards and quality
- Accounts for the varying demand/supply dynamics across geographies
- Increases diversity of the leadership pool

... and any answer will need to address 4 challenges

<table>
<thead>
<tr>
<th>Challenge #1: Potential applicants are deterred by the role and not effectively incentivised to apply</th>
<th>Illustrative pain points</th>
</tr>
</thead>
<tbody>
<tr>
<td>30% of advertised school leadership posts had resulted in no applications at the time of survey</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Challenge #2: Recruitment and placement is inconsistent with problems particularly acute in some locations</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 local authorities face a current shortage of 10%(^1) of school leaders</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Challenge #3: Development opportunities are limited and variable</th>
<th>24%</th>
</tr>
</thead>
<tbody>
<tr>
<td>24% of Head Teachers have not attended administrative/principal training programmes and;</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Challenge #4: Leaders do not get the support or feel the motivation that would keep them in leadership roles</th>
<th>78%</th>
</tr>
</thead>
<tbody>
<tr>
<td>78% of respondents said their family life had been adversely affected by their role</td>
<td></td>
</tr>
</tbody>
</table>

---

\(^1\) Statistical shortage calculated versus a benchmark of average number of school leaders per school, weighted by number of students

Across each of these challenges, there is a broad consensus around what ‘good’ looks like …

<table>
<thead>
<tr>
<th>Challenge #1: Potential applicants are deterred by the role and not effectively incentivised to apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
</tr>
<tr>
<td>Promoting the “moral purpose” and positive impact of leadership</td>
</tr>
<tr>
<td>Early identification of individuals with potential</td>
</tr>
<tr>
<td>Clear career pathways</td>
</tr>
<tr>
<td>Immersive development training ahead of need</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Challenge #2: Recruitment and placement is inconsistent with problems particularly acute in some locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
</tr>
<tr>
<td>Long term succession planning across multiple schools</td>
</tr>
<tr>
<td>Support for governing bodies in making appointments</td>
</tr>
<tr>
<td>Carefully chosen postings for developing leaders which are both challenging and supportive</td>
</tr>
<tr>
<td>Training in practical business skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Challenge #3: Leadership development opportunities are limited and variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
</tr>
<tr>
<td>Development programs which are tailored to individuals and their schools, modular and combine academic and practical learning</td>
</tr>
<tr>
<td>Mentoring from outstanding leaders and coaching, as needed throughout career</td>
</tr>
<tr>
<td>Peer to peer support networks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Challenge #4: Leaders do not get the support or feel the motivation that would keep them in leadership roles</th>
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</tr>
</tbody>
</table>

SOURCE: Team analysis based on 32 interviews, focus group discussion (12 middle leader participants), online survey (55 middle leader responses) and review of academic literature, published reports and previous McKinsey work in education sector worldwide
…and the 11 underlying issues driving these challenges (1/2)

Description

1. **Head teacher roles are not attractive.** Teachers are put off by:
   - “High stakes accountability”
   - Breadth of additional responsibilities
   - Distance from classroom teaching, which is the role most teachers are motivated to perform (only 36% of deputies aspire to headship)

2. **Limited pipeline of potential candidates.** This is because:
   - Number of classroom teachers (some of whom go on to become head teachers) is only growing at ~2%
   - Significant demographic skew, with BME and women deterred from applying

3. **Head teacher pay is a disincentive.** In particular:
   - Perception that the transition from deputy to head teacher comes with far greater personal accountability, but not commensurate rise in pay
   - Salary is weighted by number of students in the school and geography, rather than the scale of the challenge (e.g., underprivileged areas or difficult schools not weighted appropriately)

4. **Governing bodies are not recruiting effectively.** They may lack experience of recruiting for key leadership roles; and so are over cautious in their appointments.

5. **There is limited succession planning** because:
   - Demand is only identified at school level
   - Few individuals have clear career pathways identified

6. **Some schools find it particularly difficult to recruit** because:
   - they are in highly deprived and/or isolated areas outside London
   - The type of school further limits the pool of applicants (e.g., faith schools)

**Challenge #1:**
Potential applicants are deterred by the role and not effectively incentivised to apply

**Challenge #2:**
Recruitment and placement is inconsistent with problems particularly acute in some locations

**SOURCE:** 32 stakeholder interviews, focus group discussion with 12 middle leader participants, survey results from 55 middle leaders
…and the 11 underlying issues driving these challenges (2/2)

Description

Challenge #3: Leadership development opportunities are limited and variable

7 Individual access to development opportunities varies greatly because:
   - The profession lacks a culture of development and feedback;
   - Identification of potential is very subjective, depending on individual head teachers;
   - There is no central mechanism to inform postings;
   - Available programmes vary in quality, with no consistent measure of their value;

8 “Technical” skills training is very limited. There is:
   - Unmet appetite for basic business skills;
   - Reluctance to recognise external qualifications as relevant

Challenge #4: Leaders do not get the support or feel the motivation that would keep them in leadership roles

9 The support individuals receive varies greatly because:
   - They lack support from governing bodies, who are often exclusively focused on Ofsted reports for performance management;
   - Availability of coaching, mentoring and peer review mechanisms is patchy;
   - Single schools have no incentive to develop leaders who will move elsewhere and may not be part of broader networks

10 No single, strong voice for the profession which could provide a framework for good leadership

11 No counterbalance to factors which may push leaders out of the profession such as:
   - Poor work/life balance
   - Radical change in the professional landscape
   - Pension changes

SOURCE: 32 stakeholder interviews, focus group discussion with 12 middle leader participants, survey results from 55 middle leaders
## Executive Summary

### Baseline
1. **Good leadership is a key ingredient of good school performance.** This is evident in England where schools with good leadership get better results and schools with weak leadership get worse results.
2. Given this, schools across England are set to face a **leadership challenge in the next 5-7 years**. Assuming no other changes in the system, there is a risk of a **shortage of up to 19,000 leaders by 2022**. The data suggests that this might be **most acute in secondary schools**, and that the situation could worsen across the country.
3. **Cracks in the system are already been seen and felt.** Schools are struggling to make appointments, there are concerns being voiced around quality, and **various stop-gap solutions are being deployed** to close the emerging gaps in the system.
4. Despite this bad news, **the system is not short of talented potential leaders.** 65% of school leaders are white and over 45, despite representing <25% of classroom teachers. This illustrates a problem, but more importantly an opportunity; the question becomes one of how the system can develop talented leadership from the **substantial potential pool of classroom teachers** today as well as looking at other innovative ways of getting talented leaders into schools.

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9. Ultimately, solving the leadership crisis is about **increasing the number of people excited to enter school leadership**, and **improving the training and support available for school leaders**. These two outcomes can meet the challenges of the current system by creating a sustainable career journey for a new wave of school leaders across the country.
We assembled ~60 data points to inform the development of solutions.

A. Identified **15 characteristics of high performing systems** through a top down analysis

B. Highlighted **28 upcoming innovations** from England and overseas

C. Synthesised **18 recommendations** from our interviews and research

**SOURCE:** Press search; Internet research; Team interviews and analysis;
### High performing school systems demonstrate combinations of 15 different characteristics for school leadership (1/2)

<table>
<thead>
<tr>
<th>Challenge #1</th>
<th>Solution</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guaranteed mentoring/support systems for new head-teachers</td>
<td></td>
<td>Shanghai – current school leaders help identify and support potential leaders based on performance and potential.</td>
</tr>
<tr>
<td>Separation of “instructional leadership” roles and “executive management” roles</td>
<td></td>
<td>Netherlands - leaders from a non-teaching background hold management leadership role, focusing on school strategy and finance.</td>
</tr>
<tr>
<td>Growth opportunities above/beyond head teacher (education organisations, DfE, etc.)</td>
<td></td>
<td>Shanghai – Top ministry of education roles all are filled by people with experience in teaching</td>
</tr>
<tr>
<td>Horizontal recruitment from businesses into school leadership roles</td>
<td></td>
<td>Netherlands – One year training courses to convert business managers from non-teaching background into education leaders.</td>
</tr>
<tr>
<td>Tough entrance tests and high starting salaries for teaching (recruit top graduates)</td>
<td></td>
<td>Japan – Bachelors degree required before test and only 1/7 test takers get school teaching positions.</td>
</tr>
<tr>
<td>Leaders receive structured succession planning support and training</td>
<td></td>
<td>Hong Kong – Education Bureau help governors and head-teachers with succession planning within and across schools</td>
</tr>
<tr>
<td>Mechanism to place strong leaders in challenging schools</td>
<td></td>
<td>South Korea - School heads and deputy heads rotate school at most every 8 years, and typically every 4 years</td>
</tr>
<tr>
<td>Identify individuals’ potential early and provide clear career pathway</td>
<td></td>
<td>Netherlands - Government backs many organisations (AVS, NSA, VO Council), who are building leadership and residency courses</td>
</tr>
<tr>
<td>Central place for postings of development opportunities</td>
<td></td>
<td>Japan - Government posts all INSET opportunities on their education portal.</td>
</tr>
<tr>
<td>Weekly/Annual measured (in hours) professional development is required</td>
<td></td>
<td>Hong Kong - Education Bureau requires teachers to improve through &quot;professional development activities&quot; for 50 hours per year</td>
</tr>
<tr>
<td>Tailored development programmes for different roles</td>
<td></td>
<td>Singapore - Teachers streamed into professional development programmes and career paths early in their career</td>
</tr>
<tr>
<td>Peer to peer mentoring networks are publicised and readily available</td>
<td></td>
<td>Canada - Ontario Leadership Framework has an annual self and peer assessment tool covering leadership, teaching and skill development</td>
</tr>
<tr>
<td>Knowledge networks are available to leaders for self-development and support</td>
<td></td>
<td>Poland - Online portal contains educational materials of all subjects, methodological materials for teachers, services for portal’s users</td>
</tr>
<tr>
<td>Head teachers require state/nationally appreciated leadership qualifications</td>
<td></td>
<td>Canada – Requirement to become a principal of five years teaching experience and various certifications and qualifications</td>
</tr>
<tr>
<td>Encourage single professional body as voice of profession from range of candidates</td>
<td></td>
<td>Singapore - Government acts as the sole voice for teaching profession, highlighting its importance and quality of teachers</td>
</tr>
</tbody>
</table>

### High performing school systems demonstrate combinations of 15 different characteristics for school leadership (2/2)

<table>
<thead>
<tr>
<th>Education System¹</th>
<th>Shanghai - China</th>
<th>Singapore</th>
<th>Hong Kong - China</th>
<th>Taiwan</th>
<th>Korea</th>
<th>Macao - China</th>
<th>Japan</th>
<th>Switzerland</th>
<th>Netherlands</th>
<th>Finland</th>
<th>Ontario - Canada</th>
<th>Poland</th>
<th>Germany (NRW)</th>
<th>England</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guaranteed mentoring/ support systems</td>
<td>✓</td>
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<tr>
<td>Separation of “instructional leadership” roles and “executive management” roles</td>
<td>✓</td>
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<tr>
<td>There are levels above head teacher for further career progression</td>
<td>✓</td>
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<tr>
<td>Horizontal recruitment</td>
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<tr>
<td>Tough entrance tests and high starting salaries</td>
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<tr>
<td>Leaders receive structured succession planning support</td>
<td>✓</td>
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<tr>
<td>Mechanism to place strong leaders in challenging schools</td>
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<tr>
<td>Identify individuals’ potential early and provide clear career pathway</td>
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<td>Central mechanism for postings of development opportunities</td>
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<tr>
<td>Measured (in hours) professional development is required</td>
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<td>Tailored development programs for different roles</td>
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<td>Peer to peer mentoring networks</td>
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<tr>
<td>Knowledge networks are available to leaders</td>
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<tr>
<td>Head teachers require leadership qualifications</td>
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<td>Single professional body as voice of the profession</td>
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</tbody>
</table>

1 Estonia and Liechtenstein have been omitted due to insufficient data

Our bottom up scan pointed to 13 innovative organisations deploying efforts targeting school leadership in England...

**teaching leaders**
Develops middle leaders in the most challenging contexts. Programmes for aspiring and current middle leaders. Developed ~1,500 Fellows from over 900 schools.

**National Education Trust (NET)**
Governor training scheme which responds to Ofsted's renewed impetus to the work of governing bodies. Funded 119 teacher and leader development projects that aim to reduce the attainment gap.

**TeachFirst**
Recruits and develops new teaching talent who have the potential to become future leaders. They have over 5000 alumni.

**PiXL**
Network of 1500 UK schools, many in London, which pool resources for leadership development. International school and teacher partnerships help maximise attainment standards.

**WiSH**
A support program, hosted between London and Manchester for first time heads between appointment and starting to help develop impact plans, self-assessment time and school strategy.

**Foundation for Leadership in Education (In Development)**
Collects and shares academic research about effective leadership. Hosts constructive dialogue between education leaders and policy makers. Aiming to create a standardization of leadership training once rolled out in 2016.

**Challenge Partners**
Creates school hubs who direct their local agenda and share knowledge by putting in place their own resources to coordinate.

**Good To Great**
Program connects schools to develop a joint school improvement plan, share excellent practice and extend peer-to-peer learning across wider experiences.

**TeachFirst**
Program to persuade 6th formers to become teachers of tomorrow. Two teachers have returned to their schools post university, helping improve the pipeline.

**TeachFirst**
Recruits and develops new teaching talent who have the potential to become future leaders. They have over 5000 alumni.

**London**
Program to persuade 6th formers to become teachers of tomorrow. Two teachers have returned to their schools post university, helping improve the pipeline.

**PiXL**
Network of 1500 UK schools, many in London, which pool resources for leadership development. International school and teacher partnerships help maximise attainment standards.

**One Leadership Strategy**
Regional hubs allow for pooled resources across a group of schools in Herts to provide support/coaching.
…and 15 additional noteworthy efforts from around the world

**Edmonton Public Schools**
Lateral career moves between schools and office. Develops leaders with diverse experience and improves career retention.

**Ontario Leadership Framework**
Standard self-assessment process for (aspiring) leaders to ensure ongoing skills development.

**PhilPlus**
Prepares school leaders for turning around schools. Candidates selected into this track have prior leadership experience.

**Education Entrepreneurs**
Pitching competitions for entrepreneurs.

**EdITE**
Online knowledge portal which collects and shares research and promotes innovation.

**Danish Ministry of Education**
Taster Sessions allow teachers to trial role of leadership, inspiring more teachers for leadership roles.

**KIPP**
Summits share principles of leadership framework with leaders outside the residency and creating peer support networks.

**Bazen Van Buiten**
Allows non-education based leaders to move into education through a year-long training scheme, placed into school management roles that match candidates skills.

**Ontario Leadership Framework**
6 stage matching process moves residency graduates to schools that need new leaders and match their skillsets.

**Victoria Leadership Framework**
20% of leadership training devoted to developing technical skills for specialised roles.

**New Leaders**
Take leaders from corporate sector with experience and develop their skills to expand the school leadership pool.

**Teach for Malaysia**
One external challenge to students’ attainment, with the guidance of a business coach from corporate partner, fellow create an innovative solution.

**3 Leadership Path System**
Teaching track, specialist track and school leadership track is available to teachers based on their ability.

**New Zealand School Board of Trustees**
Schools have a board of trustees elected by current parents of the school.

These organisations span all 4 identified challenges.
### Challenge #1:  
Potential applicants are deterred by the role and not effectively incentivised to apply  
- Institutionalise school leadership planning across MATs  
- Encourage other schools to **succession plan collaboratively**  
- Create **pool of talented leaders to provide support** to challenging schools;  
- Provide **flexible options for school leader relocation**

### Challenge #2:  
Recruitment and placement is inconsistent with problems particularly acute in some locations  
- Run **communications campaign** to raise profile of the profession and improve appeal to BME applicants  
- **Emphasise positive impact** of leaders on children’s lives  
- Create central/regional body to **match people to places**  
- Support **part time and flexible working** options  
- Use **pay flexibility**, including financial support for relocation and performance related pay

### Challenge #3:  
Leadership development opportunities are limited and variable  
- Promote **culture of feedback** and development at all levels (as in Ark schools);  
- Develop framework of **what good development looks like**  
- Encourage **partnerships between academic providers and schools** to deliver tailored development  
- Deliver **team based leadership development** (eg Teaching Leaders Schools)  
- Provide modular **training in business and management skills**  
- Recognise relevant **external qualifications** (eg CIPFA)

### Challenge #4:  
Leaders do not get the support or feel the motivation that would keep them in leadership roles  
- **Train governing bodies** to support and challenge head teachers effectively;  
- Make **training materials accessible to all** online (eg California Leadership Programme);  
- Equip teachers with **stress management techniques** ("personal resilience building")

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**SOURCE:** Team analysis based on 32 interviews, focus group discussion (12 middle leader participants), online survey (55 middle leader responses) and review of academic literature, published reports and previous McKinsey work in education sector worldwide
# Four interventions will help cut the leadership shortage by 2022

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> Developing a new generation of young leaders for schools(^1)</td>
</tr>
<tr>
<td>- Offer a <strong>comprehensive leadership training and support</strong> programme to potential leaders in the <strong>30-35 age range</strong> including formal training, mentoring, ongoing support networks, etc.</td>
</tr>
<tr>
<td><strong>B</strong> Expanding pool of candidates for executive roles</td>
</tr>
<tr>
<td>- Attract <strong>people from other professions</strong> into teaching leadership roles and provide them with <strong>training and ongoing development</strong> and matching them to opportunities</td>
</tr>
<tr>
<td><strong>C</strong> Driving system change to embrace leaders</td>
</tr>
<tr>
<td>- <strong>Shift the system</strong> nationally, regionally and locally to one that <strong>enables schools to embrace and support individuals</strong> that strive for leadership positions</td>
</tr>
<tr>
<td><strong>D</strong> Building the brand of school leadership(^1)</td>
</tr>
<tr>
<td>- Expand interest in school leadership positions amongst teachers a <strong>broad awareness building and publicity campaign</strong> that targets teachers across the board and country</td>
</tr>
</tbody>
</table>

---

1 Development programs require well-functioning support and mentoring systems and policy infrastructure in place in order to ensure new talent is able to excel

**SOURCE:** Team analysis, 35 stakeholder interviews, focus group discussion with 12 participants, 56 survey responses, web and press search
Each intervention can contribute to bridging the leadership shortage by 2022

Number of school leaders in England, 2022

- **A**: Develop a new generation of young leaders for schools
- **B**: Expand the pool of candidates for executive roles
- **C**: Drive system change to embrace leaders

- **D**: Build the brand of school leadership

---

**2022 Supply of Leaders**: 53K

**Falling supply of leaders**: 8-9K

**Demand for new executives**: 3-6K

**Systematic Shortage**: 2-3K

**2022 Demand for Leaders**: 67-72K

**SOURCE**: Team analysis, 35 stakeholder interviews, focus group discussion with 12 participants, 56 survey responses, web and press search