

CANVAS

SCHOOLS EDITION
SPRING 2018

BY Saxton Bampfylde



PREPARING FOR A WORLD UNKNOWN

THE SHIFTING EDUCATION LANDSCAPE



WELCOME

Welcome to the Spring 2018 edition of CANVAS for the Schools Practice, the sectoral insight update from Saxton Bampfylde.

CANVAS is a platform to share interesting thoughts and perspectives on topics and issues that are relevant and current in your sector. We very much welcome any thoughts, comments, or inputs you would like to share.

Please enjoy this edition.

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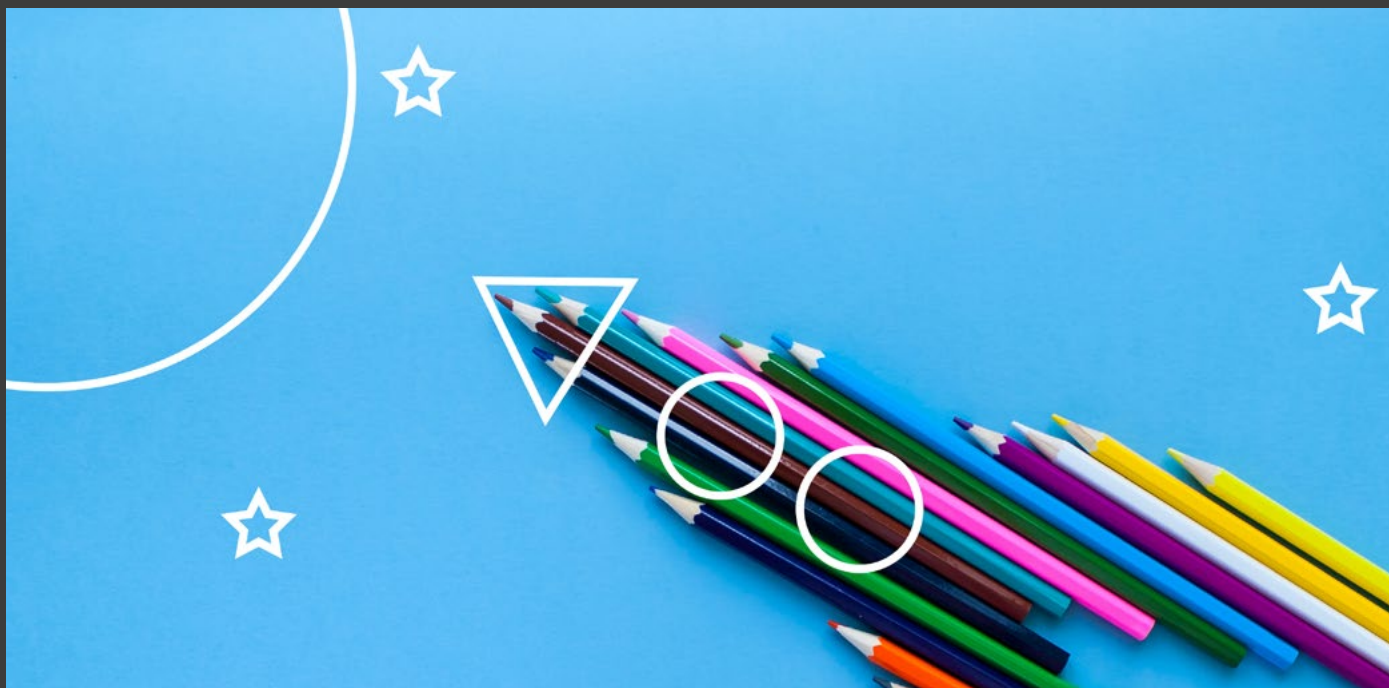
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EDITION OVERVIEW



JO OGILVY

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Horizon scanning is an essential part of the leadership job within the shifting landscape of education today. The propagation of change is evident right across the sector from stand alone independent and state schools through to Multi Academy Trusts, and those at the forefront of these institutions need the agility and resilience to stay abreast of it.

With a greater level of access to information, to share opinions and expect answers, to experience or visit different cultures and geographies, we are developing a society that is almost without barriers. However, this greater level of freedom is in turn creating greater restrictions and pressures on individuals to conform, or the opportunity or desire to hide behind the masses. This presents a serious risk, particularly for young people, of the loss of self and forgetting or misunderstanding the importance of individuality.

The education sector is a cornerstone in our society, eventually impacting and traversing all others as pupils become employees, further or higher education students and potentially parents themselves. Therefore, what is fundamental within the

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education sector is to preserve the sense of the individual. To encourage pupils to think about respecting and preserving that sense of self. To ensure they don't just become part of the noise. And, most importantly, to protect and nurture, but also prepare them for something which is not quite known yet. What is known or understood, however, is that to help prepare and support them for the future, they need to be much more aware of their emotional, mental and physical health.

As we look at leadership broadly in our interviews, in the UK and beyond, we see the politics of education evolving rapidly. Independent and state sectors are under more pressure than ever before. There is a greater interest from a local and

national government perspective, but also an emphasis on governance. Head teachers face more external pressures than almost any time in the past, but they must also stay focused on the importance of the pupils and staff.

In this edition we bring thoughts from Sarah Kerr-Dineen, Head of Oundle School - one of the leading co-educational boarding schools in the UK - as she talks about leadership in the schools' sector, the challenges being faced and how to stay real and relevant in the 21st century; Lesley Franklin, the new Principal of George Heriot's School in Edinburgh who provides insight into education in Scotland and how her school remains competitive whilst preserving its deeply ingrained charitable principles and status. We also include insights on leadership in Multi Academy Trusts; and head over to Australia to hear from Sean Davies at Panorama partner firm Cordiner King to learn more about the funding complexities within its hugely popular independent schools' sector. **U**

HEADING FOR A BRIGHT FUTURE

As the Head of one of the UK's largest co-educational boarding schools, **Sarah Kerr-Dineen** talks about why it is more important than ever to nurture individuality, and support pupils and teachers with the challenges and pressures faced in the educational and wider everyday worlds.



What do you consider to be the key challenges and opportunities for Headteachers within the independent schools' sector over the next five to ten years?

As with most challenges there come opportunities, but I think in all schools today, preparing children for the adult world that they will live in, but which we can't predict, is one of the greatest challenges we face. It means that we have to move the educational focus away from just content and qualification and towards attitudes, skills and character.

Technological advance is a challenge, but we must embrace the opportunity to maximise the potential of the digital world and keep our minds open. In recent years, I think we have become rather confused in our attitude towards this aspect of children's education. It has such a dark side in terms of their vulnerability in an unregulated environment and the additional pressures of social media. However, I do believe that in the next 5-10 years things will have evolved

and the huge potential which digital learning offers will be secure and embedded, and that which is threatening and damaging will be separated out and dealt with.

While there is much focus around the online world, there is also a real need to recognise and understand the current and developing pressures to which our pupils are exposed. There is a danger that school leaders become further removed from the classroom and do not listen to their pupils. Heads must make sure that they don't become distant from their pupils' lives, fears and excitements. I think the increasing time and operational pressures as well as the huge communications demands on Heads makes this a real danger, unless they are truly focused on it.

A further challenge is the need to recruit excellent specialist teachers, and not only graduates in the subject they will teach, but teachers who will accept a working life that is time hungry. Independent schools are extremely busy places during term time, and boarding schools don't let up on evenings or

weekends. This is proving a problem in some areas and I can only see it getting worse in the years ahead. Many schools, including Oundle, are taking an active part in the training of new teachers. For example, Oundle is one of the founding schools of a languages SCITT to ensure that we are promoting and supporting the teaching of foreign languages.

Finally, and fundamentally, we must continue to include a broad mix of families in our independent schools. We are at a point of being in real danger of only having the children at the very wealthy and the very deprived ends of the scale. The full scope of UK society may not therefore be represented in our schools and if that becomes the norm it would be an impoverishment. The ongoing debate is about affordability, which itself is subjective. The fact is, nonetheless, that professional families who used to send their children to schools such as Oundle were squeezed out financially some time ago. It is the responsibility of the Heads in this decade to do something about that for the future.



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How are these challenges and opportunities amplified, and what further skills are required, when managing a boarding school?

In a boarding school you don't just have pedagogic and educational responsibilities, you also have parental responsibilities. You have to really understand children and the way they see the world. We are acting in loco parentis, and we need to make sure in a boarding environment that we also act as thoughtful and listening 'parents' much more than we would need to do in a day school. We have to ensure at all times that we are keeping the children safe but also giving them the opportunity to see that there is a world beyond boarding school that is wider than the one to which they are exposed on a daily basis.

Being a boarding school in itself is also expensive, with enhanced costs and pressures. Such schools are vulnerable to increases in cost across the board, but particularly food prices and energy inflation. We do what we can to keep our fee increases down, but some things are beyond our control.

The Head of a boarding school also requires additional skills and the demands placed on them are greatly amplified - particularly those of time and energy. Heads of a boarding school have no natural cut off to the day

or week. During term time, they work every day of the week and are responsible for their pupils every hour. When children are on school trips during holidays they are also the Head's responsibility. A Head in a boarding school needs to manage his or her own personal energies and life with care.

The need to consider and understand the parental view and anxieties is also heightened in a boarding school environment because of the distance. Heads in boarding schools need actively to seek and consider the views of parents whose perspectives may be different to those in a day school. It is important that a Head listens whilst remaining true to what is right for the School.

It is important that we communicate with parents in a wide range of ways. Some parents happily receive emails, others prefer Twitter. We do make a concerted effort to understand the perspective of the person receiving the communication and not just what we want them to know. It needs to be timely, through the right medium and should not assume an understanding of the sector. We have parents coming from different professions, backgrounds and cultures and it should not be taken for granted that they themselves went to a school like ours.

Oundle School has a high representation of women among its educational leaders, but this is not representative of secondary schools across the rest of the UK. Why do you believe this is and does this look set to change?

I think there is something in the water in Oundle as each of the three schools in the market town are led by women. However, in all seriousness, across the sector the attitude towards, and opportunities for, women in leadership have changed in the past decade, most certainly for the better. In the eight years I have been a Head there has been a noticeable change, and certainly improvement, in HMC schools. My view is that it has been slow to change

in the past as the traditional career path for a Head wasn't compatible with childcare and career breaks, and this therefore excluded a lot of women. To be a Head one needs to have previously run a department, a boarding house, or had some whole-school responsibility. Those positions are extremely demanding of family time and therefore not as appealing to women in many cases. I have been fortunate with the schools that I have worked for, who have allowed me to manage my own family life. They have been very understanding and recognised the need for give and take.

I do believe that some governing bodies have been and, indeed some still are, nervous of the response from alumni and even some parents to a female Head in what was once a boys' school. In both schools I have run as the first woman Head, it has not been an issue, but I am aware that certain attitudes and a less constructive approach does exist in other institutions.

Oundle's strategy is to be forward looking. It is deep within the school psyche, engendering an innovative, outward-facing approach. Oundle always looks to appoint the best people to the right jobs, which is as it should be. The fact that I am a woman is not the most important thing about me. However, I do also recognise that many parents seem pleased that there is a strong positive female influence at the school.

Overall, I feel that the sector is moving in the right direction and understands the need to evolve.

Does the independent schools sector face more challenges in attracting students and staff from the international and European countries as the educational offerings abroad increase and visa restrictions impact in the UK?

I would say the jury is still out on the educational offering abroad. At Oundle we have not identified any impact on the levels of interest coming from those countries where there is a UK schools franchise, such as Asia for example. However, we do of course need to be aware of the potential impact in the future.

Where I do see concerns arising are around the current and potential visa restrictions. This is an active point of discussion in the sector and one that is affecting schools as well as universities.

We have already had some difficulties at Oundle, particularly with the recruitment of staff. There is no doubt that recruiting staff from international communities is getting much harder. We are restricted in the list of subjects we are can recruit for internationally, and the rationale for those listed does not always make sense. We often have candidates applying from abroad for STEM subjects, which can be very hard to recruit to, but we then face a very difficult job acquiring a visa if there is somebody

on paper who is as well qualified and based in the UK. However, this paper qualification does not take into account the quality of an individual applicant's teaching abilities.

With regard to pupils from the international community, there is a feeling in the sector that the rules are already much, much tighter. The Tier 4 regulation is a very forbidding document. A school can lose its licence to sponsor visas very easily. For a boarding school to lose an international licence, the impact would be significant, not least on the children's schooling.

Would Oundle School consider opening an international campus in the way that some other UK independent schools have, for example in Asia?

Before my time at Oundle the governors did consider this option. It is likely we may consider it again in the future, but it is not an option on the table at the moment.

How do you believe the education sector can ensure it remains relevant to domestic and global employment demands when supporting secondary school students looking at university and/or careers?

This is one of the most important things we do and one of the hardest to get right. Preparing children for a world that is still unknown is one of the most difficult challenges we face. It is also vital to remember that employers are looking as much for skills and attitudes as they are for qualifications.

As a sector we are focusing on education and the development of character, and we need to be exposing our children to the unfamiliar, enabling them to make mistakes and find things hard while they are still with us.

As a school we need to actively support workplace experience and not leave this predominantly with parents as we have in the past. Many schools, including ours, are seeking partnerships with higher education institutions and employers to ensure that our children are exposed to the world which we should be preparing them for.

We have, for example, developed strong links with Imperial College, London as part of our STEM development over recent years. We also have children who are being sponsored through university by companies such as Jaguar. With the long history of STEM at Oundle it is sometimes easier to create these relationships, but we are also very aware of encouraging pupils to look at a whole range of jobs beyond those which their teachers know about. Ultimately, we believe it is important to expose them to another way of thinking, highlighting what the workplace is like and how they might adapt to it.

Looking at that relationship between schools and universities, are both educational environments working as well together as they could be to support young people as they move from secondary into higher education?



I would say this relationship has improved markedly in the last ten years. A key area of success has been the transfer of pastoral information between schools and universities. This is now very common and universities have responded to it brilliantly, smoothing the transition for young people from secondary to tertiary education. At Oundle we plan to offer more practical advice for university too, including how to budget and what tenancy leases are, for example. More of these areas are coming within schools' responsibility these days.

It seems to me inevitable that there will always be an element of tension between schools and universities in terms of the

qualifications and the curricula that we teach. We must accept that and focus on the young people themselves. What matters to me most is the wellbeing of the individual. The majority of our pupils have been boarders and been away from home, but university is a new and very different environment. Those who are vulnerable don't suddenly become invulnerable as they move into adult life and it is very important that a university is made aware of any concerns, with the pupil's consent of course, and can help support the individual.

With a greater proliferation of technology across all areas of life, can you outline what impact this is having on education, pupils and staff?

For me there are two very clear examples of technological impact, one positive and one considerably less so. The hugely positive impacts are in the study of design and technology. The advances are awe-inspiring with pupils having the ability to access industry-standard, state of the art technology. This is a truly wonderful opportunity and a huge stimulus to creativity, imagination and transformation.

On the opposite side is email. It has increased workflow capacity and provides an unrealistic expectation and pressure to deliver an increased output. It facilitates transaction but is in real danger of squeezing out face-to-face communication and I don't think this is a wholly positive development in technological advance.

Ultimately it is a question of managing technology and schools are increasingly aware of this. We have opted to undertake a school-wide detox, and I am looking forward to it. Last year our server went down for two days and it was a revelation. We were amazed to see what we were missing because we had been tied to our screens; it really was most instructive.

You have talked about the importance of individuality and the role of the school in encouraging that. Would you be able to share examples of how you are achieving and supporting this at Oundle School?

There is a difference between supporting the individual and supporting individuality, but one does flow from the other. What we have done in recent years is to actively and consciously position the best interests of the child as the touchstone for all decisions, which makes life so much easier.

We have also introduced more breathing space into the school schedule. On a Tuesday and Thursday for example we have a wonderful tradition of 'Voluntaries'. The pupils can choose what they do in that time, but once they choose something they have to commit to it. In the past it was quite prescriptive, but we have now introduced the opportunity to do music practice or just read. In a busy boarding school that is one way we enable children to be themselves, make their own choices and be solitary if they want to. Sometimes being by yourself with a musical instrument or a book is powerful and much needed.

We also have two courses included in the curriculum - Trivium for the Third Form and Quadrivium for the Lower Sixth Form. These are opportunities for pupils and staff to go completely off piste and explore things which enthuse teachers outside of their daily working lives and beyond their own academic subjects. In Trivium, groups of ten children are attached to a teacher for the whole year and engage in trips and activities based on what their teacher is passionate about. In the Sixth Form they can choose from a range of courses offered by teachers, allowing them the chance to

develop intellectual interests that might not be included within their examined subjects.

These examples demonstrate how we have introduced flexibility into the structures of the school and our absolute commitment to doing things in the best interests of the children. We always ensure that we have effective structures and well-oiled systems in place, which is vital in a school with 1100 pupils, however these are always the servant and never the master.

As a Head you have talked about the importance of remaining involved in teaching and that you teach third form at Oundle. What benefits does this bring?

Some Heads do teach and some Heads don't. I am a teacher and that is why I am in this job. I don't take on a timetabled set. It would be tough on the pupils because I would not always be able to stick to the timetable and continuity would be disrupted. I do, however, teach Trivium lessons, taking twenty groups in one year for a couple of lessons a week. I have always taught a whole year group like this as a Head and it soon means that you have taught almost all pupils in the school. I teach them how to do the Times crossword, as I believe it teaches lateral thinking and problem solving as well as being fun. I tell my pupils know that they can't leave school without being able to do it so they need to concentrate!

"Preparing children for a world that is still unknown is one of the most difficult challenges we face."

I really want children to know me as a teacher and not just a Head, and I want to get to know the pupils too. There is nothing more demoralising for a teenager than to think that someone is making decisions for them when they don't know them or have no real interest in them as an individual. I am a teacher and passionate about it.

Finally, governance is an area of increasing importance within the schools' sector. With new policy introduction, expecting more of school governors than ever before, what will this mean for governors and what benefits will this bring for the school?

More broadly across the sector, the increased regulation and demands of governance has made it more difficult to recruit governors. It is important to be straightforward with potential candidates and tell them how much is expected of them, and the time involved. This is when some people feel that they would be short-changing schools if they took the governor role on.

The benefit of having governors who are actively involved in their sphere of activity is huge, and there really is a danger that there will be far less of this because of the growing time commitment. The governors have tried to mitigate against this at Oundle, by introducing a three-year term, which can be extended to six years if wanted. Within the three years, governors are expected to attend every single meeting, but the fixed term seems more manageable and many do stay on for six years.

However, there is a flip side to this, with a risk of losing institutional governing body memory. Effectively, it is possible to have a Headteacher and a board of governors, none of whom have been involved with the school for more than six years and this can bring some vulnerabilities.

At Oundle we are so lucky in our governance. Since the school was founded by a grocer in 1556, we have always been supported by the Grocers' Livery Company. I am full of admiration for the support they give to the school. **G**

SARAH KERR-DINEEN
BIOGRAPHY



Sarah Kerr-Dineen was educated at Steyning Grammar School in West Sussex, from which she went on to a degree in English from Trinity College Cambridge and graduate study at Christ Church, Oxford. She taught for the Open University for six years, and since 1991 has taught at Kelly College, Tavistock, Oxford High School and St Edward's Oxford, where she was also a boarding Housemistress and Director of Studies. In 2009 Sarah took over as Warden of Forest School, London, an HMC day school of 1350 children aged 4-18, and in 2015 succeeded Charles Bush as Head of Oundle School. She and her husband, a former Director of Music in two schools, have four adult children and a granddaughter.



LESLEY FRANKLIN: LOOKING FORWARD

As she sets out in her new role as Principal at one of Edinburgh's leading independent schools, **Lesley Franklin** considers the changing education landscape and the challenges and opportunities it brings.

We spoke to Lesley Franklin last year as she looked to her future role as Principal at one of Scotland's leading independent secondary institutions, George Heriot's School. Based in the heart of the Scottish capital, where nearly 25 per cent of secondary pupils attend an independent school versus the national average of 4.1 per cent, it is a thriving sector in the city.

However, as political and economic uncertainty grows right across the UK, in Scotland the number of pupils at private or independent schools reached its lowest level for nearly thirty years*. The need for independent schools to be more competitive and cutting edge in their approach to continue to attract pupils and their parents is greater than ever.

Lesley is also an Associate Assessor for Education Scotland, which involves inspecting schools in the state sector in Scotland. It has been widely reported that attainment levels are challenging and Scotland is not performing as well as in previous years across the state sector. With this backdrop in mind we talked to Lesley, to get an idea of what she considers to be the key challenges for senior staff in Scottish schools over the next five to ten years.

"From an education perspective the challenge across Scotland is raising attainment. It has been widely reported that attainment in Scottish schools has declined. In the latest PISA survey (Programme for International Student Assessment), Scotland is at its lowest position since the survey began in 2000. Also, the recently published report 'Quality and Improvement in Scottish Education (QuISE) 2012-2016', the Chief Inspector of Education reports a divide between the independent and state sectors in terms of attainment and achievement. The report has highlighted a real problem in state sector schools, a quarter of which were judged to be either weak or satisfactory. In contrast, in independent schools, learners are 'generally highly motivated and responsible, with a positive attitude to learning'. Therefore, these reports have produced the evidence, and what senior education staff in Scotland need to do now is work together to address these issues in schools which are not providing high quality education for children in Scotland.

"Some of the real challenges for headteachers are in the areas of health and well-being of pupils and staff. More so than ever, gaining a sustainable work life balance for staff has become hugely important. There has been a real increase in awareness of mental health issues, which is good. In this area headteachers have a responsibility to both staff and pupils.

"National funding cuts in child and adolescent mental health services, coupled with increased pressures in terms of exams and social media, means that we have the potential for significant challenges in this area. The desire and pressure for teenagers to portray a perfect lifestyle is a real and present problem."

"The real challenges for head teachers are in the areas of health and well-being of pupils and staff."

The charitable status of independent schools is being challenged in Scotland more than ever before. We asked Lesley if maintaining this was still a sustainable reality.

"We have charitable status to make sure that the more financially disadvantaged pupils can come to schools like George Heriot's. That was the founding principle of the school in the 17th century, and still is today. We provide an enormous amount of money to pupils through the Heriot's Foundation and through bursarial aid and these families' input to the School is vital. That is why we have charitable status, but we do need to be clear in proving that we are

*Scottish Council of Independent Schools (SCIS), which released the figures.

making a difference to the children and making it financially worthwhile for all of these families.

"Independent schools are not run for profit. We are continually looking at new ways to make the model work better and harder. More sponsorship or partnership opportunities are being explored all the time. That is a positive move for the independent sector to ensure the maintenance of top quality facilities, education and personal development of all pupils and, most importantly, to increase the number from disadvantaged financial backgrounds who can attend.

"We are continuously looking at how we could do more to support the principles of charitable status and, in turn, address the poverty related attainment gap across Scotland. Heriot's commitment to high levels of financial assistance provides access for a large number of pupils who otherwise could not access such education because of the fees.

"In a city such as Edinburgh, where there is a very high percentage of pupils attending independent schools, without charitable status many of these institutions would not be sustainable. The loss of independent schools would lead to far greater overcrowding in the state sector. State education is only "free" at the point of delivery: people pay for it through taxation and users of independent education pay twice. For every child leaving an independent school in Edinburgh and going into the state sector would cost the City of Edinburgh Council approximately £6,000. Across Scotland, but especially in Edinburgh, this would be a huge impact on the state sector.

"Ensuring that independent schools remain viable is going to be a key challenge in the future. We need to be thinking individually as schools, as well as collectively in the sector, about how we can maximise the opportunity to generate a greater level of partnerships to allow independent schools to thrive."

Education is a devolved power in Scotland and discussions around a further independence referendum are still widely talked about from the current government administration. We were keen to know Lesley's thoughts about if, and how, the changing political landscape was impacting on the sector.

"This is an area of continual change in Scotland, and across the UK. When Deputy First Minister, John Swinney, was made Cabinet Secretary for Education in 2016 he responded very quickly to requests being made by teachers to review SQA unit assessments and other systems. His rapid action showed that he was really listening to those in education and from my perspective that was welcome. However, there is a great deal more that needs to be done.

"The question of independence does create a challenge, and also potentially an opportunity. If there is a successful independence referendum at some point in the future it may make a city like Edinburgh more or less attractive for businesses, which would

obviously impact positively or negatively on the maintenance of a steady intake of pupils for the independent sector. Similarly, Scotland remaining in the UK could make Edinburgh more prosperous and attractive. There are so many unknowns in this area - it makes it challenging to plan for the future development of the independent schools' sector.

"Education Scotland has a positive impact in some ways. For example, in Scotland both independent and state schools are inspected by Education Scotland and I do believe this model works better in the creation of a consistent approach to inspection. There has been a lot of work undertaken by the inspectorate to understand the independent school sector and how the different school models compare. This allows for more accurate inspection.

"The loss of independent schools would lead to far greater overcrowding in the state sector."

"However, as well as inspection, Education Scotland is also in charge of policy creation, and with a responsibility to create policy for schools and then inspect them, this means there is very little outside or independent scrutiny of the system and how it is working overall.

"Regardless of what is going on politically what we are absolutely focused on is ensuring our pupils are happy and that our education is of top quality. We want to give pupils the opportunity to go on to any chosen higher education institution and this must be an important part of our role as educators."

Scotland has a strong tradition in Education, but this is currently being challenged. We asked Lesley whether she thought we should be looking further afield at how others do it to be able to learn lessons or adopt other models.

"It is always good to look elsewhere. I personally think this is really important in early years education. We look at the Reggio Emilia and Montessori approaches at an early age, but less as we progress through school. There is a huge amount of evidence which shows that by the age of seven, a child's future is mapped, and we need to ensure that we are doing as much in the early years as we do in secondary stage and higher education.


"In Scotland we have such a strong educational history, but in truth, Scotland is not doing well. We cannot rest on our laurels and look to past glory days. We need to look forward and work out how we address our current issues and failings. I think we do need to look elsewhere

as it might help us to understand how we can do better. We have the capacity to change, but we need to have an open, positive mindset. We need to listen, be receptive to those who are in the sector and work out together how to raise Scotland's educational attainment levels to where they could (and should) be. And hopefully be as good as we used to be."

And finally, as she looks ahead in her role as Principal at George Heriot's, we asked Lesley about what her top goals are in the coming months and years.

"I want to continue to have a fully occupied school with consistently high academic results. This will, I hope, generate ongoing demand for places across many areas of the city and beyond. A key part of this is also ensuring that we continue to drive the opportunity for disadvantaged children to attend George Heriot's and remain true to our charitable founding principles.

"I want to maintain close links with our alumni and engage with the wider business, cultural and philanthropic communities to generate interest and ensure we sustain a financially viable and truly charitable institution.

"If we manage to drive these operational and charitable areas, the ultimate proof of success will be in the ongoing development of happy, confident, independent and caring students who will have bright and opportunity-filled futures ahead of them." 

LESLEY FRANKLIN BIOGRAPHY



Lesley Franklin became Principal of George Heriot's School in January 2018. She began her Heriot's career in 1995 and was Head of the Junior School since 2013. Prior to Heriot's she worked in state schools in Edinburgh and Berkshire. She is also currently an Associate Assessor for Education Scotland, inspecting schools across the state sector in Scotland. Lesley attended the University of St Andrews and graduated with an Honours degree in German and gained her teaching qualification from the University of Reading.



ATTRACTING THE TALENT

Chief Executive recruitment for Multi-Academy Trust boards in challenging times

Jo Ogilvy, Head of the Schools Practice at Saxton Bampfylde, outlines the challenges and opportunities to be considered by boards when recruiting senior leaders at Multi-Academy Trusts as this model grows in popularity across England.

Recruiting a new chief executive for a Multi-Academy Trust (MAT) can present a number of challenges, however, there are some real opportunities also.

We operate in a time where there is a fight for talent when recruiting educational leaders with the requisite track record, financial and operational expertise to lead a MAT. These people often have choices and may prefer, for instance, the chance to build their own MAT rather than join an existing trust. The role is so varied that it may prove difficult to identify and attract someone with relevant experience across all areas.

It helps to be as open minded as possible about the background of potential candidates, and instead focus on the skills and personal style required. A board can make up for any gaps their chief executive may have through the team beneath them and the board's expertise. There is a real opportunity here, as leaders from outside the sector are keen to join it, seeing MAT leadership as a potentially exciting and relevant career move – their chance to lead organisations of significant scale, impact and purpose. Being part of a move to improve children's life chances can be a highly compelling proposition.

“Being part of a move to improve children's life chances can be a highly compelling proposition.”

A business or charity leader will often have skills that are highly relevant to MATs – knowledge of running multi-site operations, strong financial knowledge, an understanding of regulated environments, and the ability to think strategically as well as operationally. What can be their downfall, however, is a lack of understanding about how

schools operate. Some would argue that this can be learnt quickly and that with the support of a strong director of education, it need not be a problem. We recognise however that it is a potential stumbling block. Risk can be mitigated by finding non-educationalists who bring some knowledge of education, perhaps having been a board member of another MAT, or having had executive roles that have crossed over with the sector. If the candidate has a strong cultural fit with an interest in education, this also helps.


“It is not only the person's ability to do the role, but also their empathy for the ethos of the trust and the work done by its people.”

If, on the other hand, the board is certain that the trust needs an educationalist, then we can't emphasise enough how it helps to be open-minded about the package and flexible working, as well as being clear about your vision. The best people will have options and are often well paid, therefore these things really matter. When appointing an educationalist, it is likely that they will value having strong operations and finance people beneath them. This will give the organisation the necessary depth to ensure strong financial management and will help ensure that any expansion happens in a way that is sustainable and effective.

If thinking creatively about where your next chief executive comes from, then there is likely to be a real variance with regards to candidates' current remuneration (and what figure will persuade them to consider the role), and notice periods will also vary. Being prepared with an interim solution can enable boards to consider those on six months notice; it can also be a way to

offer someone within the organisation the chance to gain valuable experience. There can often be a tension when prioritising what it is a chief executive needs to do. This is highly likely to be between a focus on educational vision and raising educational outcomes, and maintaining the trust's financial and operational performance. Which comes first? The chief executive inevitably impacts where this focus lies, so it is important to think about counter-balance, given the importance of all aspects of MAT leadership. Some carefully chosen board members might help redress the balance, as might a well-structured and high-quality senior leadership team.

Other aspects that matter when recruiting a chief executive include possibly less obvious elements such as the person's empathy with the region in which a Trust is operating, their evident belief in the work that the academies are doing, and their fit with the Trust's culture. In our experience, it is not only the person's ability to do the role, but also their empathy for the ethos of the trust and the work done by its people. It is often critical for success that a new chief executive acts in a way that establishes credibility and respect from those working in the academies, and the communities they serve. This will require someone with outstanding people skills, and the ability to communicate (directly or indirectly) with a wide range of stakeholders – from students and parents to staff to RSCs, the Department and regulators.

When recruiting a chief executive, the board's understanding of the job to be done, their vision for the trust, and their realism are all critical in running a compelling and successful recruitment campaign. It can often be a candidate's market. 

This article was written for the Academy Ambassadors Board Development Day, September 2017, an event sponsored by Saxton Bampfylde.

AUSTRALIA'S FUNDING COMPLEXITIES



Sean Davies,
Partner with
Panorama firm,
Cordiner King in

Melbourne, talks about the funding challenges facing the independent or private sector in Australia; a complex system which is under increased scrutiny from Government. Sean sets the scene and provides his insights into the issues and impacts which continue to dominate the Australian schools' market.

In late 2016 Australian Federal Education Minister Simon Birmingham stated that some wealthy independent/private schools receive too much government money, triggering a heated and ongoing debate that has been labelled in the media as "the school funding war".

Australia's current school funding model has its origins in the 1970s and changes since have often been driven by politics and/or vested interest. Previous governments have pledged for many years that "no school will be worse off" under any change to the funding model. In fact, as soon as the issue of public funding for independent schools is raised, the opposition of the day will typically cry out about "school hit lists" and "secret plans".

Today slightly more than 40 per cent of Australian secondary students are in independent schools (including Catholic schools), one of the highest rates of independent schooling in the OECD (Australian Bureau of Statistics,

2016). In Australia, independent schools receive funding from the State/Territory and Commonwealth governments. Of the more than \$50bn in recurrent school expenditure provided by all governments, independent schools receive just under 25 per cent or around \$13bn (Australian Productivity Commission 2017).

Interestingly, while almost all state and territory funding goes to public schools, three in every five dollars of Commonwealth funding goes to independent schools. While this might seem complicated enough it is only part of the story.

The Federal Government works out how much money to give each school based on the amount it would cost to educate a child. In 2018, that is \$13,764 for a secondary school student, with extra loadings for disadvantages (a lesser amount is calculated for primary students). Government schools get the full amount and independent schools get a percentage based on how much the government thinks the school can raise for students' schooling from parents and other sources.

The capacity of parents to pay for their children's education is based on the students' address. This measure is calculated by linking student residential addresses to the latest Census Collection Districts and then applying a socioeconomic status (SES), Index to obtain an average SES score for each school. This model was introduced in 2001 by the Howard Government, which at the time made a commitment that no school would lose funding. This meant that independent schools which, because of their SES score, were entitled to less funding under the SES system, had their recurrent funding not only maintained at previous levels but indexed to any increases in the overall level of funding.

While Catholic systemic schools did not join the SES system until 2005, a similar scenario exists. As a result of the 'no losers' commitment, funding maintained arrangements were also created for these schools. Therefore, those Catholic systemic schools which had an SES score with a lower entitlement than previously, had their funding maintained at their 2004 per student funding rates. This funding is also indexed each year.

The 'no school will lose funding' policy has continued until now despite any subsequent recalculation of SES score.



“In a wealthy country like Australia a good education should be a right not a privilege”

It is a needs-based system that ignores its own measure of need.

To complicate matters even further, while the Commonwealth government decides how much money each school should get, it doesn't get to decide how much goes to each school.


The Commonwealth gives the total amount to the state and territory governments and organisations like the Catholic education system — which then distributes money to individual schools. That means there are eight different state models, eight different Catholic system models and lots of other models in other independent school systems for distributing Commonwealth money. Not surprisingly such a complex funding model results in inefficiencies and inequities.

To illustrate the problem, Associate Professor Laura Perry from Murdoch University and Dr Emma Rowe from Deakin University recently analysed six elite independent schools in Perth that charge more than \$20,000 in fees per student. In recurrent and capital government funding these six schools

have collectively received an estimated public spend of \$270 million over the last five years. Six schools that are already extremely well resourced.

Of course not all high fee independent schools are overfunded and many low fee independent schools are probably underfunded. Perry and Rowe conclude; under our current funding system all schools are entitled to a certain level of public funds whether needed or not. The system is based on an illogical basis of entitlement, not need.

In a wealthy country like Australia a good education should be a right not a privilege. All students, regardless of where they live or how much money their parents earn, should be entitled to an education that will develop their interests and capacities to the fullest. Successive governments on both sides of politics have not had the stomach to tackle the problems inherent in the current funding model. Until now.

By putting politics and vested interest aside we can develop a national funding model based on the needs of students and communities that will ensure precious and finite public funding for education provides the greatest benefit to the nation as a whole. Minister Birmingham will need to keep his nerve. 

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NEWS ROUND-UP

WE PROVIDE A BRIEF INSIGHT INTO KEY NEWS ITEMS THAT ARE CAUSING A STIR LOCALLY AND GLOBALLY.

Post-Brexit Britain will need a unified education sector more than ever



At the recent HMC conference (October 2017) Chris King, Chair of HMC and Head of Leicester Grammar School, outlined clearly why the UK's hugely valuable independent sector would become even more important in a post-Brexit Britain.

Talking about the importance of the independent and state sectors working together to take forward education policy, Mr King called for a new unity of

purpose and vision for education from a cross-sector alliance of school leaders.

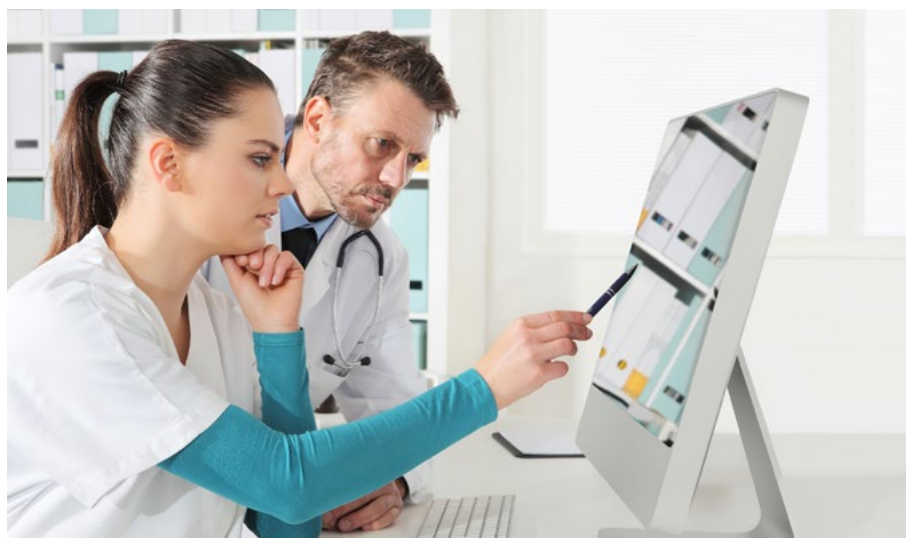
He said: "A more collaborative, less aggressive approach is urgently needed. The time for state versus independent education is gone, to be replaced perhaps by state education with renewed independence of spirit and independent education with a renewed sense of responsibility to society."

Mr King announced a new joint school leaders' policy summit, hosted by the Association of School and College Leaders (ASCL), to consider solutions to the large number of unreliable exam grades awarded to students. The exam regulator's own figures estimate that more than a third of candidates do not receive an accurate grade.

Compulsory work experience – is it really necessary?

A [survey](#) has found that an overwhelming number of business leaders would like government to make work experience compulsory in schools again. The survey, commissioned by training provider Arch Apprentices, claimed that two-thirds (68 per cent) of 500 respondents felt work experience could help to prepare young people for the world of business, and more than half (57 per cent) claimed it would help to instil a strong work ethic in the next generation. The decision to scrap compulsory work experience was made five years ago.

However, despite business leaders supporting it, schools and parents don't believe it is necessary or viable



financially. Forty per cent of parents with children aged 14-18 said that their child's school didn't offer work experience, whilst half reported that their schools didn't provide information about apprenticeship schemes. Remarkably, a quarter said that their child's school simply did not provide any careers advice at all.

Ben Rowland, co-founder of Arch Apprentices, which commissioned the survey, was reported in [TES](#) as saying:

"We have a duty to the young people growing up in this country to provide them with the right information at the right time, to prepare them for a career that is fulfilling, rewarding and in touch with the digital world we now live in. Employers, parents schools and training providers need to come together to arm young people with more information about their options; including skills-based apprenticeships, not just university".

Gameshow tactics to improve classroom learning



TV show creator John Lloyd, who developed shows such as *QI* and *Not the Nine O'Clock News*, has said that learning needs to be more fun. Engaging pupils with interesting and unusual facts, often about everyday subjects, such as those which appear on his *QI* show can be 'used as a "hook" in a lesson to ensure more pupils are engaged', according to a [recent article in TES](#).

Plans to launch 'QI boot camps' in schools are underway, John Lloyd has said. He has been involved with work at Bedales in Hampshire to run *QI* boot camps for sixth

formers encouraging them to look at large amounts of information and find fascinating facts.

The article reports that this programme is just starting with independent schools and it is hoped that it will be rolled out to the state sector in the future. The acclaimed TV producer was quoted as saying: "I believe that interestingness is the solution to everything, without exception. When you're interested, all sorts of things happen. You become much less judgmental, you are much more open to other people."

PEOPLE MOVES

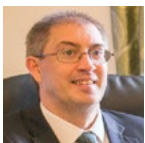
Saxton Bampfylde and its partners around the world through Panorama advise many leading schools and other education groups. We are delighted to share with you a selection of some of the roles that we have been privileged to work on.



LEO WINKLEY
SHREWSBURY SCHOOL
Headmaster

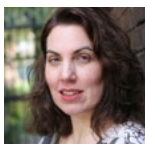
Leo Winkley has been appointed Headmaster of Shrewsbury School from

September 2018. He has been Headmaster of St Peter's School, York since 2010 and is currently Chair of the Boarding Schools' Association and of the City of York Independent State School Partnership. He has previously taught at Ardingly College and Cheltenham Ladies' College, where he was Head of Religious Studies, and at Bedales School, where he was Deputy Head and Acting Head.



DR PAUL OWEN
STOCKPORT GRAMMAR SCHOOL
Head

Dr Paul Owen has been appointed to the role of Head of Stockport Grammar School from September 2018, following the retirement of Andrew Chicken. Paul is currently Head Master of Birkdale School in Sheffield where he has been since 2010. He studied Physics at Cambridge University and stayed on to gain a PhD in Low Temperature Physics. After a spell in industry, Paul discovered that he enjoyed teaching and held various academic and pastoral posts at Wellington School in Somerset.



CLAIRE TAO & DAVID WICKES
MERCHANT TAYLORS' SCHOOLS
Heads

The Merchant Taylors' School has appointed two new Heads to lead the Boys' and Girls' Senior Schools in 2018. Claire Tao, who is currently Deputy Head at the City of London School for Girls, will take over as Headmistress from Mrs Louise Robinson when she leaves at Easter 2018. David Wickes will join Merchant Taylors' Boys' School as Headmaster in September 2018. David is currently the Deputy Headmaster at Warwick School.



NEIL BROOKS
CRANLEIGH PREP SCHOOL
Head

Cranleigh Prep School has appointed Neil Brooks

as Head from July 2018. Following an early career as an Army Officer on active service, Neil began his 20-year career in education as a Housemaster at Cothill House. He later became Headmaster in 2003 and briefly became Head of Cothill, before later joining Fulham Prep School as Principal.



IRFAN LATIF
DLD COLLEGE LONDON
Principal

Irfan Latif has been appointed as the new Principal at DLD College London. Irfan joins

from Sexey's School in Bruton, Somerset where he was Headmaster. During his career Irfan has held a number of leadership roles in the independent sector, including Deputy Head (Academic) at Bedford School, Head of Science and Chemistry at St Benedict's School in Ealing, Senior Housemaster at Whitgift School, as well as roles at The Haberdashers' Aske's School for Boys. Until 2017 he was the Vice Chair of the Boarding Schools' Association (BSA), Chair of the State Boarding Forum and on the Board of Education at the Diocese of Bath & Wells.



GAYLE GORMAN
EDUCATION SCOTLAND
Chief Inspector of Education for Scotland

Gayle Gorman has been appointed as Chief Inspector

of Education for Scotland. She was previously Director of Education and Children's Services with Aberdeen City Council, and was the strategic lead for education, children's social work, culture and sport. Prior to this Gayle was the Director of Learning at Cambridgeshire County Council and National Senior Director for Literacy, where she was responsible for leading the National Literacy Strategy in England. In her early career she was a primary teacher before she became involved in curriculum development, first with Essex and Suffolk County Councils as an Ofsted Inspector, and subsequently with the Department of Education. Gayle is also a Trustee of the Gordon Cook Foundation.



FRANCES SOUL & DAVID HATCHETT
ACADEMIES ENTERPRISE TRUST (AET)
National Director of Education & National Director of Secondary Schools

Frances Soul has been appointed as National Director of Education for AET. She AET joins from Pearson where she is Vice-President Efficacy Improvement for Global Product and was previously Director School Improvement, Pearson UK.

David Hatchett has been appointed as National Director of Secondary Schools at Academies Enterprise Trust (AET). He joins AET from the E-ACT multi-academy trust where he has held a number of senior and executive-level school improvement roles over the last five years and most recently served as Regional Director of Education. Prior to joining E-ACT, David held senior roles with Pearson and Edexcel. David brings with him over eight years' experience as an Ofsted inspector and is a graduate of Ambition School Leadership's Executive Educators programme.



SAANICH SCHOOL DISTRICT 63, VANCOUVER
Superintendent of Schools and Chief Executive Officer



GERARD HICKIE
PRIOR PARK SCHOOLS
 Chief Operating Officer

Gerard Hickie has been appointed as the new Chief Operations Officer for Prior Park Schools. Gerard, who studied at Cork University School of Engineering, has worked in various commercial sectors including electricity, cosmetics and law. He will have overall responsibility for the management and leadership of all support (non-teaching) elements of the Schools which include business, operation and financial functions. As COO he is also responsible to the Chair of the Governing Body for the financial and material state of the Schools and the Governance of PPS as a whole.



DR CHITRA SINGH BANKAWAT
THE SCINDIA SCHOOL
 Vice Principal

Dr Chitra Singh has been appointed as Vice Principal of The Scindia School, the second best ranked boys' schools in India. Chitra has 27 years of experience in the education sector, with over 17 years at reputed co-educational international schools in Northern India and

over three years as Vice Principal. Prior to this she worked with Birla International School, Kishangarh, Ajmer as Dean of Academics.



NICK JOHNSTONE
BISHOP DRUITT COLLEGE
 Principal

Bishop Druit College has appointed Nick Johnstone as their next Principal in 2018. Nick is currently the Principal at Geraldton Grammar School in Western Australia, a position he has held for the past three years and prior to that, he held a number of senior school positions at St Luke's Anglican School in Bundaberg, Queensland. Nick holds a Master of Education from Queensland University of Technology and a Bachelor of Science (Biomedical Science) from Griffith University.



WAYNE BROWNE
WANGANUI COLLEGIATE SCHOOL
 Headmaster

Wayne Brown has been appointed Headmaster of Wanganui Collegiate School. Wayne joins from his current position of Associate

Deputy Headmaster and Director of Staff Performance at Hutchins School, a 1100 pupil day and boarding Anglican Independent School in Hobart, Tasmania founded in 1846. Wayne has a strong corporate and sporting background and brings an international perspective to WCS, with previous roles in New Zealand, Australia and the UK.



DAVE EBERWEIN
SAANICH SCHOOL DISTRICT 63
 Superintendent of Schools and CEO

In Vancouver, Canada, Dave Eberwein has been selected as the incoming Superintendent of Schools and Chief Executive Officer of Saanich School District 63. During his time in education leadership he has been part of the executive team at School District 45 in Vancouver since 2011. Previously Mr. Eberwein had worked as a teacher, principal and district administrator.

TO KEEP UP TO DATE WITH ALL OF OUR SCHOOLS APPOINTMENTS VISIT: www.saxbam.com/sector-expertise/schools

TEAM INSIGHT

JO OGILVY

Take a closer glimpse into the Saxton Bampfylde team with our regular View from the River feature. The company's London office, from which the majority of the team works, is based next to the iconic Thames.

VIEW FROM THE RIVER

Jo Ogilvy is a Partner and Head of the Schools Practice.

Past, present and future with Saxton Bampfylde

I lead our Schools Practice and chair the global schools practice in Panorama. I advise on a breadth of school related appointments across the independent, maintained and commercial sectors.

Rainy day delights

One of my most favourite places to be is on the banks of a river, and in Wales, so it goes without saying it is likely to be raining, which only adds to the pleasures!

Passionate about

The children in my life.

One hot tip

Aldous Harding's new album, Party.

Sum up the schools practice area in three words

Crucial. Challenged. Inspiring.

As roles and institutions within secondary education evolve, do you believe that we will see a greater departure from the traditional route to leadership? Do you think that there will be an increase in leadership candidates coming from outside the sector, and if so what benefits and challenges might that bring?

We are already seeing leaders without education backgrounds running multi-academy trusts and how this is possible, given the nature and range of challenges CEOs are facing. In the independent sector, we see increasing interest in attracting

people with commercial and financial backgrounds into Director of Finance and Bursar roles, but as yet less appetite for non-educationalists to be Heads.

The route to Headship has however changed, with the deputy role being often seen as an essential training ground for the move to Headship. As the role itself changes yet further, and indeed as schools may increasingly federate or join existing schools' groups, we are likely to see structures and roles evolve too, and as such the backgrounds of leaders changing too.

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SAXTON BAMPFYLDE MISSION STATEMENT

We exist to change the world by changing leaders in interesting and important organisations. At the same time we aim to create an environment wherein all members of our community can grow to their fullest extent emotionally, intellectually and spiritually.

Saxton Bampfylde is an employee-owned business

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