

# CANVAS

SCHOOLS EDITION  
SPRING 2019

BY Saxton Bampfylde



**EVERY DAY'S A SCHOOL DAY**

**THE CHANGING REQUIREMENTS  
OF LEADERSHIP IN EDUCATION**

# WELCOME

Welcome to the Spring 2019 Schools edition of Canvas, the insights update from Saxton Bampfylde and our global partners.

Our aim is to share interesting thoughts and perspectives on topics and issues that are relevant and current in your sector.

We welcome any thoughts or comments you would like to share.

We hope you enjoy this edition.

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## EDITION OVERVIEW



**JO OGILVY**

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**"The most successful schools are, more often than not, being driven forward by passionate and determined leadership teams."**

One of the most enjoyable aspects of leading Saxton Bampfylde's Schools Practice is the knowledge that in some small way I play a part in education which, as Nelson Mandela so eloquently put it, is '...the most powerful weapon which you can use to change the world.' Given our firm's mission is to *change the world by changing leaders in interesting and important organisations*, our work in this sector aligns rather nicely with the values of the firm as a whole.

We are acutely aware, however, that the UK schools system as a whole faces a range of pressures, many of which present new and very real challenges for those in leadership positions. With growing financial pressures, heightened external expectation and ever-increasing statutory requirements, we know a broad range of skills are needed to be successful. As a result, it is increasingly obvious that the most successful schools are, more often than not, being driven forward by passionate and determined leadership teams, rather than solely one individual, and that these teams comprise people with a greater range of backgrounds and skills than might well have been the case even a decade ago.

To future-proof our schools, there is a sense that leadership and management

development will take on greater importance, that coaching of new leaders will be increasingly welcomed and indeed required, and that structures which support collaboration and development of middle and senior leaders will become more and more attractive. Diversity of leadership, both at non-executive and senior leadership levels, continues to be a challenge and this is something to which we hope to return in future editions of CANVAS, hoping as we do to play a part in better understanding the challenges of supporting and developing a more diverse leadership pool, across the sectors.

Teams work well when there is a strong understanding of the roles that the executive and non-executive need to play. Being a governor today brings with it increased responsibilities across the piece, but it is also a chance to contribute strategically to the future of what are often very significant operations both in this country and, quite often, overseas. Whilst it is difficult to find people willing to take on this weight of responsibility, we are encouraged that senior leaders from other sectors increasingly understand what interesting and complex operations schools are and as a result, are drawn to the chance to join such a board. Training and board review will, we believe, become increasingly

commonplace to ensure that boards can work as effectively as possible to help the executive meet the challenges of the day.

Through this edition of CANVAS, we explore the difficult balance leaders need to strike as they ensure time spent tackling broader sectoral issues doesn't detract from the day-to-day focus on what is at the heart of any school: the pupil experience.

In this vein, we're delighted to introduce the newest Partner and Consultant to join our schools team, Jenny Dwyer. Coming directly from 12 years as Head of the prestigious Sherborne Girls, Jenny shares her thoughts about leadership in the schools sector and the ways in which both heads and governing bodies should be supported to face the challenges their increasingly multi-faceted roles present.

We are also fortunate to be able to include the thoughts of Tom Davies, Bursar at Monkton, as he shares his advice for those looking to step into a similar role. Tom talks about the importance of establishing a strong operational team and the fundamental challenges Bursars face as they work alongside heads to ensure the success of their school. **C**

# FROM HEAD TO HEADHUNTER

**Jenny Dwyer** is the newest face in Saxton Bampfylde's Schools team, having joined the company as Partner and Consultant in September 2018. Jenny shares her experience as a Head and the ways in which she is using the skills she developed through her career in education to support her new role.

**YOU HAVE RECENTLY JOINED THE SCHOOLS PRACTICE AT SAXTON BAMPFYLDE FOLLOWING 12 YEARS AS HEAD OF SHERBORNE GIRLS.**

**WHAT WOULD YOU IDENTIFY AS THE KEY ELEMENTS THAT ATTRACTED YOU TO YOUR NEW POSITION WITH SAXTON BAMPFYLDE?**

Interestingly, when I decided to stop being a Head I didn't have any particular second career in mind. My decision to step down really was based on the fact that I'd been a Head for 19 years. I'd absolutely loved it, but I felt that I was running out of steam and energy. It's quite restrictive being on call 24-hours a day, seven days a week and so I decided that after 12 years at Sherborne Girls it was a good time for me to hand over a successful school. We were awarded the Tatler 'Independent School of the Year' award in 2017 – I had already decided to go before that point, but it was a high note to leave on.

I'd started to think about next steps when I got a call from Jo Ogilvy at Saxton Bampfylde. I knew the firm well as they appointed me as Head of Sherborne Girls, so I was very aware of their reputation, values and integrity, as well as the fact that it is an employee-owned business. Obviously I was keen to stay in education, I have a lot of experience to offer in the sector, and I felt I had a good perspective on how headship has developed over the last 20 years. I'd been a Governor and had experience of appointing Heads at a number of prep schools. I'd also recently become a founding Trustee of a multi-academy trust and had helped in appointing their CEO of that as well as the first Head of one of the senior schools.

I felt that I had all of the right experience to come in and add value to a firm that is so well-established and highly recommended in the education sector, and here I am!

**CAN YOU OUTLINE WHAT YOUR HOPES ARE FOR YOUR NEW ROLE?**

Obviously I hope that I'll be able to really support Governors in their search for leadership talent, but I also feel there is a whole area of supporting Heads, not just as they start in their role but in the transition. Quite often in the world of Heads, you're recruited up to a year ahead of time.

That poses real challenges in a Head's current role as you lose the power to make effective change before you have even left a school. It can be quite delicate in terms of negotiating that path between the two roles and we at Saxton Bampfylde are supporting both clients and candidates through that transitional period.

**"Governors are quite nervous about appointing new heads – it feels like the stakes are higher than ever before."**

I get the sense that at the moment Governors are quite nervous about appointing new Heads – it feels like the stakes are higher than ever before. I think partly this is down to social media as people can very quickly make a view of an appointment. As soon as somebody is named, people are on Google working out who knows them and where they have come from. Governors often say that recruiting for a new Head is the most important part of what they do, and consequently they often want the support to get it right. Also, most Governors only do it once – if they do it right! It's not something people do frequently, so having that support would be invaluable.

Another aspect of Saxton Bampfylde that I'm keen to get involved in is the leadership services support. I think this is so important both with supporting new Heads and also those taking on subsequent headships. Interestingly, second headships can be quite complex. We tend to be very focused on new Heads because we realise they don't have any experience of the role, but when individuals take on second headships the expectations are often much higher.

**YOU HAVE A WEALTH OF EXPERIENCE SERVING ON GOVERNING BODIES FOR INDEPENDENT PREP AND SENIOR SCHOOLS. DOES THERE NEED TO BE MORE CREATIVE THINKING AROUND THE CANDIDATE POOL FOR GOVERNORS, TRUSTEES OR SENIOR LEADERSHIP AS THE REALITY OF GREATER CHALLENGES AND EXPECTATIONS FOR THE ROLE INCREASES?**

Governors have much greater statutory responsibility now for what's going on in schools. There are certain areas in which they have to be absolutely in command of all the detail and I'm not criticising that – I think that making sure Governors do have that level of knowledge is really important. I think the danger is that, unless it's very well organised, Governors can spend meeting times making sure that they are compliant rather than concentrating on the more creative, strategic thinking for the future. Asking Governors to be so thorough across these areas, albeit very important things such as health and safety, means that the commitment is quite significant nowadays. And the expectation on Governors to be in school, know what's going on and understand all the ins and outs of school life, means that it is a much more demanding role than it used to be. All this, of course, goes alongside all the support they need to give to the Head in all these areas. It is really very different to how it was 20 years ago.

I think that Governors do need to be more strategic in terms of the balance of skills on their governing bodies and how they conduct their business. They have to ensure that they have the time to support the school and the head while holding back enough time for long-term and creative thought. I do believe that if we are going to recruit people who are real experts to oversee what's going on in schools, then the issue of remuneration may need to be looked at. Historically, people have been 'tapped on the shoulder' for governing roles, but I think more recently Chairs have been considering the existing skills set on their board and looking to fill the skill gaps.







## “The ways that schools are collaborating brings real benefit for all the partners.”

### WHAT DO YOU CONSIDER TO BE THE KEY CHALLENGES AND OPPORTUNITIES FOR HEADS OVER THE NEXT TWO TO FIVE YEARS WITHIN THE INDEPENDENT SCHOOLS SECTOR?

Independent schools are facing a difficult time politically. The most immediate challenges to me seem to be financial: massive increases in pension contributions, the threat of VAT on fees, the threat of business rates. Most independent schools aren't running on massive surpluses so these all pose very real issues. Obviously, the key expenditure for any school is on staffing, therefore the pension issue is quite a crucial one.

Managing the expectations of the parents while keeping the finances in a healthy state is always a challenge. Heads are starting to look more creatively at research around things like optimising class sizes. In the past, it was always felt that having smaller classes was the best way forward, but actually recent research has suggested this may not always be the case and that the quality of teaching has a bigger bearing on outcomes. There are areas like this where heads can start looking at resources and making sure that their schools are running effectively, but always focusing on pupils and pupil outcomes.

Another key issue for schools is ensuring the mental health and wellbeing, and managing stress for young people. Schools are having to invest increasingly in developing this side of pastoral

care as well as supporting the staff dealing with these issues. It can be quite a challenge to be involved in and to know how to handle the different types of scenarios that might occur.

I think that the whole picture of well-being has to be focused on a balance. You have to make sure your students are achieving their potential without turning them into quivering wrecks due to massive levels of stress. It's a fine line to tread, not only with supporting students but also with supporting their families if things do ever go awry.

Another challenge is digitalisation, in a whole variety of ways. GDPR has been its own challenge for many schools, but the whole area of how and when pupils use technology in schools is also quite a big issue.

I think the big opportunity for schools could come in the form of partnerships between state and independent schools. While they could be viewed as a way of diluting your brand or using resources in the wrong areas, I think that if used creatively the ways that schools are collaborating brings real benefit for all the partners. I've seen evidence of this across a variety of geographical areas in which I've worked and I think people are much more open to considering this way of working than they maybe have been in the past.

### IS SUCCESSION PLANNING SOMETHING THAT THE SECTOR IS TAKING SERIOUSLY ENOUGH? COULD MORE BE DONE TO ENSURE THAT SENIOR TEACHING STAFF ARE SUPPORTED THROUGH PROFESSIONAL DEVELOPMENT TO STEP INTO THE ROLE OF A HEAD FOR THE FIRST TIME?

This is a really interesting one because there is sometimes a feeling that if you have very talented staff, and you give them lots of training and development, then you are essentially paying for them to move on and work elsewhere, which is really not the case. There's a real balance to be found there!

At Sherborne Girls, we joined the Institute of Leadership and Management, and we implemented a programme with different levels of training for different levels of experience. It was designed to give staff a different perspective on what they were doing and how they were doing it, as well as how to work through from middle management to senior management. As for new first-time Heads, there is a great deal of pressure to step into the role and immediately make a difference, where sometimes a better approach would be to listen and to get under the skin of the school first. In the past, Governors may have felt slightly more able to take a bit of a risk on who they appointed, knowing that there would be time for them to prove themselves and grow in the role.

First-time headships tend to be in smaller schools, however the issue here is that in a smaller school you will generally, as Head, have a greater number of responsibilities. If you were in a bigger school, you might have a dedicated marketing department, admissions department, development department,



whereas in a smaller school the Head often takes ownership of all those jobs.

I think governing bodies are still willing in some cases to take a risk, but I'm seeing that they are often more cautious. They want candidates to have had strategic and financial experience, rather than somebody who would need to learn on the job.

#### **WHAT CAN BOARDS DO TO ENSURE THAT THE TALENT LEADING OUR SCHOOLS IS ADEQUATELY SUPPORTED AND RETAINED?**

I think one of the issues that can come up with headship is time. When you start out, you see your role as needing to be strategic and lead that school forward for the next five to ten years and really being clear and communicating that. But sometimes it can be very easy to get bogged down in the day-to-day and I think that Governors need to appreciate that. They need to make sure to give their Heads space and support to develop their schools.

On this level, I think that giving Heads some sort of mentorship or coaching is really helpful. One of the things I've seen work particularly well is developing a proper appraisal system where Heads are given appreciation of what they are doing as well as advice on moving things forward in a critical friend way.

**"The more successful state schools are, the better it is for everyone."**

Often in headships you are working in cycles and Governors will typically ask you to commit when you take a job to between five and ten years – although this obviously isn't legally binding. In the first year you are still learning how that particular school functions so you can't do a lot. In the second year, you can start making a tangible difference, and I believe there is research that shows that your sixth year of headship is actually your most successful year!

I had a fantastic governing body at Sherborne Girls who allowed me to take a sabbatical after seven years. That was great because it gave me the opportunity to go and visit schools all over the world and I came back with a really refreshed outlook. I think Governors need to be creative about looking at the needs of their Heads and how they can support them professionally, personally and help them to grow in the role.

#### **DO YOU THINK THERE IS A CONVINCING ARGUMENT FOR LEADERSHIP CANDIDATES COMING FROM OUTSIDE THE INDEPENDENT SCHOOLS SECTOR? IF SO, WHAT CHALLENGES AND BENEFITS DO YOU THINK THIS MAY BRING?**

As a former Head, I think I have a slightly

biased view on this. I have seen people come in from outside the sector into Principal roles or leadership roles and I have to say I think it can be quite a challenge to gain the credibility with the teaching bodies within their school if they haven't ever taught.

I think there's an acceptance that there are really strong professionals who can come into outward facing roles within independent schools, but actually understanding what is going on in terms of teaching and learning within the classroom is genuinely quite difficult.

As the role of Heads continues to change to become more strategic and more executive it could be that the whole idea of headship changes and you could end up with an education leader and a non-education leader, which could bring in more people with experience outside the sector.

#### **THE TOPIC OF DIVERSITY IN LEADERSHIP IS SOMETHING THAT IS INCREASINGLY TOP OF THE AGENDA ACROSS ALL SECTORS. DO YOU FEEL THAT ENOUGH IS BEING DONE BY INDEPENDENT SCHOOLS TO SUPPORT PEOPLE FROM A RANGE OF BACKGROUNDS TO TAKE UP LEADERSHIP ROLES?**

My particular concern is women. I'm still really concerned about the lack of really talented female leaders coming through, and it's not because there isn't a lot of talented women. It still seems to me to be quite an issue persuading female members of staff that they are good enough to get a headship.

I think there's also often a question of logistics, which remains more prevalent perhaps for women than men, particularly where taking on a headship might involve moving with children or a partner. It feels like there might still be some sort of inbuilt issues over women moving their whole family to a different area. The other issue I see commonly amongst first time Heads is a fear of it not working. Many people say that they can't afford for it not to work, so they just won't try.

I think more could be done to look at unconscious bias in the way that governing bodies operate and the language they use. We talk a lot about the 'headmaster', which carries very different connotation to a 'headmistress'. It feels like there is still a bit of a battle to be won around the gendered expectations of the role of a Head. Having said all that, there are some amazing women coming through, but there are many more who need to be persuaded that they have the ability to take on a headship.

Looking at the diversity issue on a wider scale beyond gender, I think that on the whole it needs to be challenged much lower down in the independent schools sector. The teaching staff in the independent sector is generally not as diverse as it could be and therefore the pool of people from which you are selecting your senior leadership lacks that diversity too.

I think some of the stereotypical images that people hold of independent schools are just not correct. Most of our schools are diverse in terms of our pupils' backgrounds and countries of origin for example. We could very well be missing out on some fantastic talent by not working to amend that.

#### **AS AN INDEPENDENT SCHOOLS INSPECTORATE (ISI) TEAM INSPECTOR, WHAT DO YOU FEEL HAS BEEN THE IMPACT OF THE NEW INSPECTION FRAMEWORK INTRODUCED IN 2017?**

I think this has been really good and well received so far. Focusing on outcomes for students rather than paperwork is fantastic, and as a process, I think it works really well. I love the fact that it is peer reviewed and that it encourages both inspectors and teaching staff to be engaging and forward-thinking. It lends itself to self-evaluation, which is such an important skill. I would quite happily say that it is the best inspection process I have known in my time either as an inspector or as a Head.

#### **WITH AN EVER-INCREASING NUMBER OF STATE SCHOOLS LOOKING FOR GREATER AUTONOMY BY BECOMING ACADEMIES, DO YOU FEEL THAT THIS POSES A THREAT TO THE INDEPENDENT SCHOOL SECTOR?**

The first thing I would say here is that everybody I know in education, in any sector, wants to improve education for all students. So from my point of view, the more successful state schools are, the better it is for everyone. I think that is a fairly united view, certainly across the people I know.

In terms of the threat to the independent schools sector, I think the majority of independent schools view their USP as being what they can offer in addition to their academic progress. Whether that's in the form of longer hours giving greater opportunity to introduce more co-curricular activity, the sense of community or boarding, which has its own unique focus. I think independent school Heads are mindful that if you can get a very good academic education for free, that is obviously going to impact them, but most Heads are thinking much more diversely about what they can offer to students who are paying for that service.

#### **FINALLY, IS THERE ANYTHING ELSE YOU WOULD LIKE TO SHARE WITH US?**

The final thing I would really like to say is to highlight just how fantastic a headship job really is, and what a great privilege it is to look after other people's children, as well as being a real responsibility.

As a Head, it's lovely celebrating students' successes but it's also lovely being in a position to help when things perhaps don't go quite so well and watching how your students develop all the way through the school. It's also so rewarding watching those colleagues you work with go on to promotions. I think in my time, there's eight or nine people who have been my deputies or who I've worked with who have gone on to take on headships of their own.

It's a great sector, and I don't think we celebrate its strengths enough. We don't get excited enough about the fact that schools all over the world want to copy what we do. **6**

**GET IN TOUCH WITH JENNY**  
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# CHANGE MANAGEMENT NAVIGATOR, STRATEGIST, MENU PLANNER: **THE POLYMATH BURSAR**

Interview with **Tom Davies**,  
Bursar at Monkton





The role of Bursar is one that has seen significant change over recent years, that shows no signs of slowing as the areas the role is responsible to expand and develop. **Tom Davies** is Bursar at independent boarding and day school, Monkton near Bath. He shares his thoughts on the changing responsibilities of Bursars and passes on his advice to those looking to embrace the challenges and opportunities the role presents.



#### TOM SAYS:

**I** suspect that many people – our customers, staff and pupils included – might be surprised to hear it, but I find it hard to imagine that there has ever been a more fascinating time to be in a senior leadership role in the independent school sector. I say this because it has fallen to the current generation of leaders to navigate this sector through some of the most profound changes it has faced, certainly in recent times.

“For anyone looking to explore the role of the Bursar, I start with this sentiment as it is important to recognise that the role is one of three key strategic posts in any school. It sits directly alongside the school's Head and the governing body, most notably the Chair. The ability of a school to navigate the challenges we all face in order to continue to thrive and do the very best for its people – pupils and staff alike – rests to no small degree on the shoulders of the Bursar.

“To put context around the scale of these challenges, I can't recall many (if any) instances in my previous career in a large accountancy firm, when clients were faced with issues such as a nearly 10 per cent increase to their payroll bill in a single year, with less than 12 months' notice. Yet this is something that many schools will experience from next September following a change to the Teacher's Pension Scheme. I also never encountered an instance in which we needed to consider an organisation's response to the potential loss of charitable status or some of the financial concessions independent schools currently have, many of which could have a potential six-figure impact on a school's expenditure.

“And so, if you are fortunate enough to secure a role as a Bursar, you will need to utilise all the experiences you have gained from previous careers to address challenges of this scale. Be it in leadership, change management, strategic development or financial planning: all will be relevant as you assume the role and its responsibilities.

## “I find it hard to imagine that there has ever been a more fascinating time to be in a senior leadership role in the independent school sector.”

“You are also joining a live, vibrant and, in the case of a boarding school, 24-hour community, in which the Bursar plays the role of Head of the support side of the school. Indeed, one of my predecessors once said to me that being a Bursar was like trying to run a business in someone else's house. I haven't been able to find a better way to describe the dynamics of the position!

“With that dynamic it is all too easy to find yourself as the go-to person for countless operational issues from bin collection to that day's lunch menu, data protection to investment strategy. The aspects of a school's life that are increasingly the responsibility of a Bursar are huge, and without a proper structure can be guaranteed to occupy all of your time and indeed often more.

“If you are to deliver on your strategic responsibilities, you need a strong support management team around you to manage the operational side. I have spent much of my first two years in post putting this team in place and getting the structure right, reducing my direct reports from 12 to five.

“My biggest piece of advice would be that when you assume your role you should spend some time looking at your team's structure and making it work for you. Every individual occupying the role of a Bursar will have a different way of structuring their team and much will depend on your own experiences and strengths but, without the support of a strong team, your ability to play the senior leadership role the school needs you to play with be heavily impaired.” **C**

### TOM DAVIES BIOGRAPHY

Tom Davies joined Monkton as Bursar in October 2016. A chartered accountant, Tom had previously been a Director in the Education and Charities team at the accountancy firm, Grant Thornton UK LLP where he had advised and audited a number of schools, universities and large charities. He also regularly wrote and presented on issues affecting the charity and education sectors.

Before training as an accountant, Tom was the founding Director of an international NGO which focused on providing education and support for disadvantaged children.

**Saxton Bampfylde works extensively with Schools advising on Bursar and Head of Finance appointments. If you would like a discussion about our work in this area get in touch:**

✉ [schools@saxbam.com](mailto:schools@saxbam.com)

# NAVIGATING THE PATH TO SUCCESS

**Saxton Bampfylde's Leadership Services team works as an extension of organisations across the UK to help them recruit and develop the very best leadership talent. With the benefit of many years of industry experience, the team explores what schools can be doing to ensure they have the best people in place to maximise productivity and guarantee success.**

In any strong organisation there is always conversation about how the leaders can maximise productivity and have the greatest impact on the organisation's success. In a school it is often particularly noticeable if the senior team is not functioning effectively and this can be an issue that is hard to resolve, particularly if some members of the team are deeply entrenched in their views.

When you see a vibrant, busy, happy school where the pupils work hard and take advantage of all the other opportunities, and the staff are enthusiastic and forward thinking, it is almost guaranteed that in the background there is a high-performing senior team.

Jenny Dwyer, Partner in Saxton Bampfylde's Schools practice, explains: "As a Head, the times when my school was most successful were the times when the synergy of the senior team was most positive, but also where the team had a diversity of leadership styles and a real understanding of their individual roles within the organisation.

At Saxton Bampfylde, we have the privilege of getting to know schools well: how they tick and what their key challenges and opportunities are. Working with Psychologists who can provide individual feedback and insight to colleagues, while using their collective knowledge to challenge and shape the way teams work, can be invaluable. It can be a breath of fresh air for the team and can give people permission to work differently.

Jenny adds: "It can sometimes be a cliché to say that people are our greatest asset, but I strongly believe that investing in their development is the greatest gift, both to them and their organisation."

## WORKING WITH A HEAD OR PRINCIPAL

An independent review of a Head or Principal can be a positive experience for all involved. It can be an opportunity to conduct an insightful and objective view of both current strengths and development opportunities. The aim is a productive experience that enables insight, development and engagement, rather than a tick box exercise.

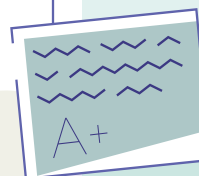
Cassandra Woolgar, Business Psychologist and member of Saxton Bampfylde's Leadership Services team says:

"A review should delve into behaviours and tendencies of the Head: how do they go about building and maintaining relationships; their approach to their work; their leadership skills and their reactions under pressure? These and many more characteristics can be explored through psychometric questionnaires and are often further enhanced through discussions with Psychologist.

"It is also important to consider perceptions of the Head, including those of the senior leadership team, teaching staff, support staff, Governors and other key stakeholders. Comparing responses between groups can highlight key areas in which to focus work.

Benchmarking also enables a comparison of behaviours to senior leaders across sectors: in-depth comparisons can be made between different aspects of leadership, such as managing and leading, managing yourself and managing others, working on the business and working in the business."

These elements should all be brought together with clear but challenging reports, and a thorough feedback session for the Head to understand the results, think about the implications and identify key areas for focus.



## EXECUTIVE ASSESSMENT

An effective educational organisation needs to match its hierarchy and role requirements of its senior staff to the complexity of the business of education and its operating environment. When staff operating at each level are matched to the capabilities required, the organisation and its people achieve their full potential.

"Our assessment approach is underpinned by Elliot Jacques' Stratified Systems Theory" explains Gareth Jones, Chartered Occupational Psychologist at Saxton Bampfylde. "As job roles transition from service delivery to being more future focused and influencing at a systemic level, there is a related increase in the time taken for an individual's decisions to have an impact. Additionally, their dominant work themes also shift from a focus on quality to best practice, then to having more strategic intent and influencing corporate direction.

"Our executive assessment process is geared towards establishing an individual's psychological equipment and potential to cope with the varying work demands of senior roles and increasing spans of control, especially in terms of their leadership skills, values and temperament."

## MANAGING THE TRANSITION INTO A MORE SENIOR ROLE

Being identified as having the potential to take on a more senior role does not always guarantee success. Self-awareness of personal development needs an appreciation of the operating environment, including the motivation and capability of the inherited team, and their key stakeholders e.g. governing bodies are critical. This transition can often be smoothed, through on-boarding guidance from Occupational Psychologists.

As part of the trust and relationship building with new teams for newly appointed Heads or those experiencing difficulties, senior team development sessions can also be extremely beneficial. These utilise psychometrics to establish shared awareness of the group's dynamics and team culture.

This can be particularly helpful where teams are forming or undergoing change. It can help to generate a safe environment in which differences can be aired and addressed.

## INDIVIDUAL AND GROUP STOCKTAKING

No matter how thorough a school's internal processes are for staff appraisal, the Head, despite being in the most demanding and isolated role, is invariably the person who has the least structured and objective personal appraisal process. This partly reflects their often less well-defined professional accountability to their Chair of Governors.

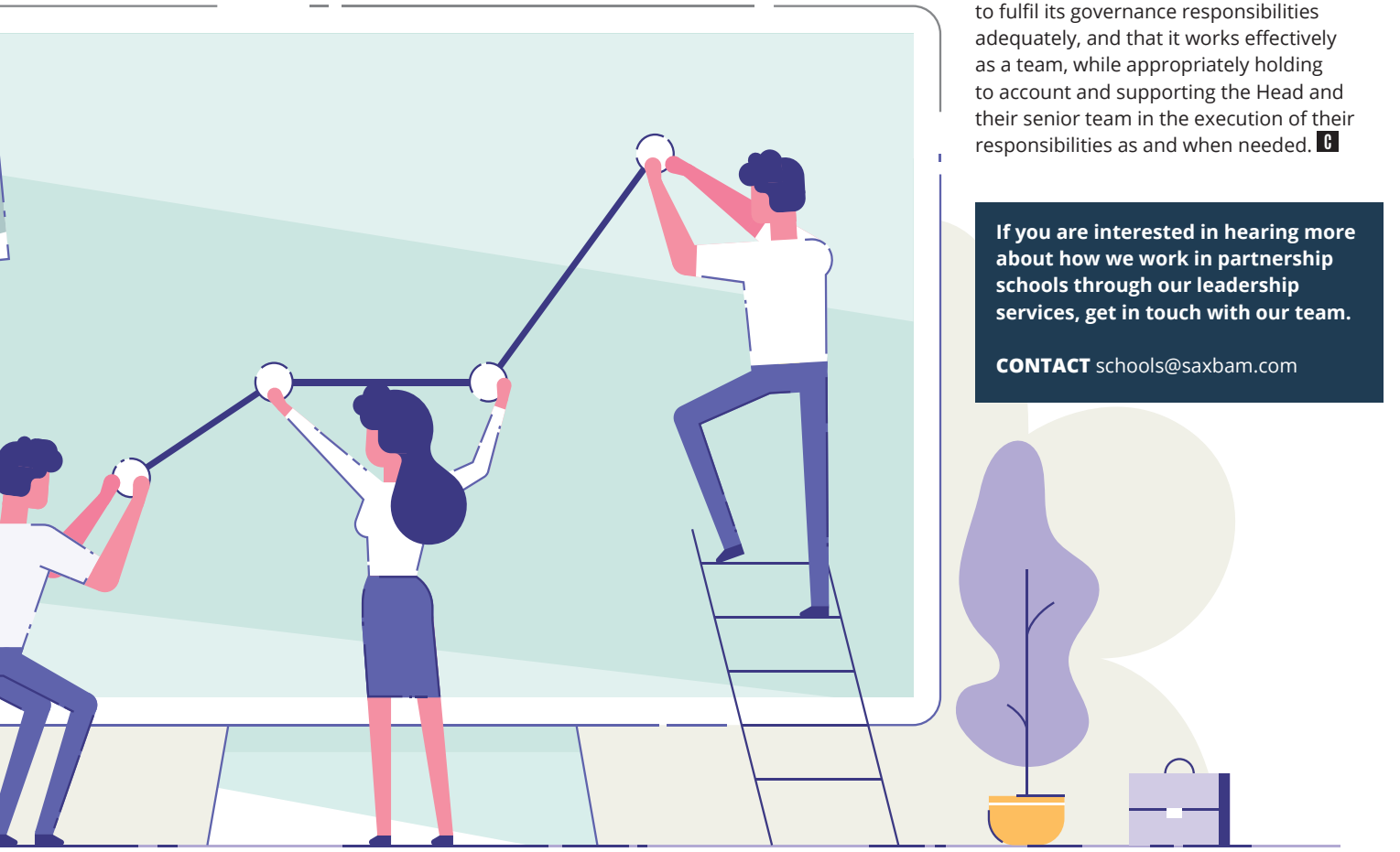
Many schools choose to employ a third party such as Saxton Bampfylde to facilitate independent and objective 360° appraisal processes for their Heads, which ensures fairness and anonymity both inside the school and amongst the governing body. This process also draws together insights from a wide range of internal and external stakeholders.

The quality of the relationship between a governing body and the Head are critical to a school's success. Having the requisite skills within the governing team to execute its responsibilities alongside the soft skills needed to effectively work as a group is essential.

Our board review process provides quality assurance that the non-executive team both has the technical knowledge and capability to fulfil its governance responsibilities adequately, and that it works effectively as a team, while appropriately holding to account and supporting the Head and their senior team in the execution of their responsibilities as and when needed. **C**

**If you are interested in hearing more about how we work in partnership schools through our leadership services, get in touch with our team.**

**CONTACT** [schools@saxbam.com](mailto:schools@saxbam.com)





# KEY APPOINTMENTS

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



## **MENNA MCGREGOR** **Alleyn's School**

Clerk to the Governors  
Menna McGregor was appointed as Clerk to the Governors of Alleyn's

School in September 2018. Menna studied law and was called to the Bar at Lincoln's Inn. She was Clerk to the Mercers' Company from 2008 to 2015, having previously spent 13 years working at the National Theatre. Menna currently holds a number of trusteeships including The Royal Ballet School, The Royal Central School of Speech and Drama, The National Centre for Early Music, Wilton's Music Hall and the Shakespeare Schools Foundation.



## **JAMES MURPHY-O'CONNOR** **Haberdashers' Monmouth Schools** Principal

The Haberdashers'

Monmouth Schools have announced the appointment of James Murphy-O'Connor as their first overarching Principal. James started his teaching career at Stamford School in Lincolnshire, moving on to become a history master and housemaster at Sherborne School in Dorset. He then became the founding Head at Sherfield School in Hampshire, building pupil numbers to 500 in just five years. In 2009, James took on the headship of Prior Park College in Bath and subsequently became Principal of Prior Park Schools with responsibility for their prep school, junior school, college, and the senior school he established in Gibraltar in 2016.



## **LUKE TRYL** **New Schools Network** Director

The New Schools Network (NSN) has announced that Luke Tryl has been

appointed as Director of the organisation beginning in March 2019. Luke is currently Head of Corporate Strategy at Ofsted, where he is a member of the inspectorate's executive board as well as managing Ofsted's strategy, external relations and research teams. Before joining Ofsted, Luke was Special Adviser to Nicky Morgan, the then Secretary of State for Education. In that role he led on the development of the Secretary of State's policy priorities and acted as her chief spokesperson.



## **FRANCIS MUZIKA** **The Beacon School**

Director of Finance and Operations

In January 2019, Francis Muzika has been

appointed Director of Finance and Operations for The Beacon School. Francis joins the School following a long career at Toys R Us as Deputy Managing Director and later the UK Lead Executive, VP of Finance and Interim European CFO.



## **KIRSTIE FULTHORPE** **National Autistic Society** Director of Education

Kirstie Fulthorpe has been appointed Director of Education at the

National Autistic Society (NAS). Before joining NAS Kirstie was Regional Director for all the London & South East Oasis Academies. Prior to joining Oasis, Kirstie held a position as one of Her Majesty's Inspectors at Ofsted. She has extensive teaching and leadership experience, having worked in education for over 24 years, with a particular expertise in English, early years and primary education. Before joining Ofsted, Kirstie was an Executive Head Teacher in London where she led a school from 'Special Measures' to 'Good with Outstanding features' in just 18 months. She previously worked as a School Improvement Consultant for a number of organisations including local authorities and multi-academy trusts.



## **MONA SEERVAI** **Mount Litera School International** Head

Mount Litera School International (MLSI) in

India has appointed Mona Seervai as Head of School. Regarded amongst Mumbai's top educationalists, Mona brings three decades of teaching experience. Prior to joining MLSI, Mona was the Principal at Bombay International School (BIS) from 2004 to 2016, where she was instrumental in the school's transition from the ICSE Board to the Cambridge and IB systems of education. She has also served in an honorary capacity on the IB Asia Pacific Regional Council for Heads from 2014-2016 and holds an honorary position on the advisory board of the Indian School Leadership Institute, and is an Academic Advisor to 321 Foundation.



## **BEN PURKISS** **Caterham Preparatory School** Head

Ben Purkiss, currently Deputy Head at Bede's

Preparatory School, has been appointed as the new Head of Caterham Preparatory School starting from April 2019. Ben has a strong track record of having worked in some of the top performing prep schools in the South East and will bring a wealth of expertise and experience to the role.



## **PETER HARRIS** **Birkdale School** Head

Birkdale School has appointed a new Head with Peter Harris returning to the School after ten years away from



Sheffield. Peter completed his teaching qualifications in Sheffield and worked in Dinnington and Worksop before joining the teaching staff at Birkdale in 1998. Ten years ago, he moved to the south coast as a Vice Principal in Bournemouth before becoming Principal of Ewell Castle School in Surrey for the last 5 years.



**PAUL OULD**  
Loreto Ministries  
Director of Education  
Loreto Ministries in Australia has appointed Paul Ould as Director

of Education. Paul was most recently Assistant Director, Review & Transition Branch at the Queensland Curriculum & Assessment Authority and prior to this worked for the Queensland University of Technology. He has also held Principal and Deputy Principal roles at Catholic schools in Queensland.



**DR. PRIYANKA MEHTA**  
Good Enough Education Trust (Sarvottam International School)  
Principal

Dr. Priyanka Mehta is an eminent educationalist with over 20 years of experience in the field of education. She has been widely appreciated for her work in the sector and has been honoured with several awards and recognitions. She firmly believes in creating value for society through nurturing and empowering young minds, leading them to become aware, responsible and ethical human beings who believe in strong values and relations in the modern world.



**MATTHEW WILLIAMS**  
Warminster School  
Head

Matthew Williams will succeed Mark Mortimer as Head of Warminster

School from September 2019. Matt joins the School from Sidcot School, Somerset, where he has been the Deputy Head since 2014. Having started his teaching career at the Licensed Victuallers' School in Ascot, as a teacher of English and drama, he then spent 14 years at Rugby School. At Rugby, he was Head of Department and later Housemaster of a senior boys' boarding house. He has coached both 1st XI cricket and 1st XV rugby, directed numerous productions and established the successful Arts Festival at Rugby.

# IN THE NEWS

## EXTENDING OUR PANORAMA GLOBAL PARTNERSHIP

Saxton Bampfylde, as a partner firm in the global group of leading executive search and leadership advisory firms, Panorama, has welcomed new members, The Global Community for Leaders (TGCL). The partnership of these two groups consolidates the global reach of talent across five continents, with an established presence in all of the world's major economic centres.

The opportunities that this new partnership offers for the Schools' sector is significant, with the ability to undertake a truly international search, as well as gain insight and knowledge from those in countries where international satellite schools are operating or private equity backed school groups are being established. The global reach offered by this enhanced partnership opens up a considerable new area of talent and leadership search on a global scale.

Panorama currently has 21 partner firms, all of who are leading players in their respective operating markets, with huge cross-sector experience working for private, public and third-sector organisations throughout America, Asia, Europe, Africa and Oceania. TGCL has 12 offices based throughout Europe, Africa and Latin America offering executive search, talent and culture diagnostics, leadership development, and board and strategy services.

Commenting on the merger, Jo Ogilvy, Head of Schools Practice at Saxton Bampfylde said: "The UK schools sector is witnessing an increase in recruiting leaders globally and we look to our partners around the world for



their networks, insights, and recommendations, so we are excited about the opportunities that joining forces with TGCL brings. Being part of a global group that is very much aligned to Saxton Bampfylde's culture and values significantly enhances our client offering and strengthens our capability across Executive Search, Leadership Advisory and Board Services."

If you would like to know more please contact [jo.ogilvy@saxbam.com](mailto:jo.ogilvy@saxbam.com)

## ECONOMIC CONTRIBUTION OF EDINBURGH'S INDEPENDENT SCHOOLS VALUED AT £125M

New research carried out by the Scottish Council of Independent Schools (SCIS) has measured the economic impact of Edinburgh's ten independent schools. The report, titled Economic and Fiscal Contribution of Edinburgh's Independent Schools, assesses the aims to demonstrate the benefits that the schools bring collectively to the city and Scotland more broadly.

The research states that in 2017/18, Edinburgh's independent schools made an economic contribution of £125 million Gross Value Added (GVA). Responsible for the education of some 11,700 pupils, the schools employ 2,580 staff between them, an employment figure the report states is higher than the number of individuals employed across Edinburgh's food and drink sector.

The full report can be accessed at: [www.scis.org.uk/assets/Uploads/PDFs/Economic-and-Fiscal-Contribution-of-the-Edinburgh-Independent-Schools-19dec18.pdf](http://www.scis.org.uk/assets/Uploads/PDFs/Economic-and-Fiscal-Contribution-of-the-Edinburgh-Independent-Schools-19dec18.pdf)





## VIEW FROM THE RIVER

## TEAM INSIGHT

Take a closer glimpse into the people at Saxton Bampfylde and our global partners with our regular team insight feature.



## ALICE BRENT-SMITH

PARTNER AND CONSULTANT, SCHOOLS PRACTICE

## PAST, PRESENT AND FUTURE WITH SAXTON BAMPFYLDE

After some time working at Majestic Wine I joined Saxton Bampfylde in 2012 as a researcher and worked on a range of appointments across the public and private sectors. I most enjoyed the searches within the education sector; every school is different and it is an interesting challenge to seek out candidates who would work (and importantly thrive) in a particular setting. More than any other sector it is so important that the cultural fit between school and candidate is right. I moved into the consulting team four years ago and work closely with the team on Head, Bursar and Governor roles as well as wider charity roles where children are a focus.

## RAINY DAY DREAMS

The *Wildlife Photography of the Year* exhibition at the Natural History Museum in London is one of the highlights of my year. I can spend hours looking at the photos and reading about the lengths people go to get the perfect shot.



## TRUE PASSION

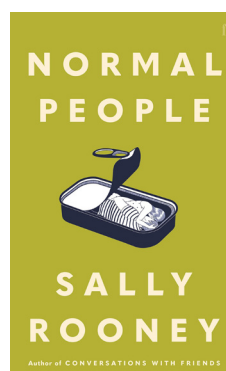
My friends and family are extremely important to me. It's vital to keep those relationships strong.

## HOT TIP

I've just finished reading *Normal People* by Sally Rooney which I would recommend. It's a simple story but with complex, endearing characters.

## WHO - DEAD OR ALIVE - DO YOU VIEW AS A PARTICULARLY INSPIRING LEADER, AND WHY?

Having read Classical Studies at Edinburgh it has to be Augustus, the first Roman Emperor. He laid the foundations of one of the most successful empires in the world and brought about stability and peace (mostly!) to the Romans. The Ara Pacis Augustae, commissioned by the Senate to honour him is one of my favourite buildings in Rome and well worth a visit.



## WHAT IMPACT IS TECHNOLOGY HAVING ON THE WAY HEAD TEACHERS INTERACT WITH THEIR PUPILS, STAFF AND PARENTS?

As long as it is integrated in the correct manner, I think that technology can have a hugely positive impact. There have been some really innovative projects within the classroom in recent years which have helped staff and pupils really excel. It is important though that heads are clear with parents about the reasoning behind key decisions regarding the use of tech and the rules that apply both at home and at schools (surrounding the use of iPads for example). Communication is vital!

## AND FINALLY - DO YOU BELIEVE THAT KNOWLEDGE OF TECHNOLOGY WILL BECOME AN EVEN MORE FUNDAMENTAL SKILL REQUIREMENT FOR EDUCATION LEADERS IN THE FUTURE?

Absolutely. Leaders will need to be open minded to the evolution of technology and the potential uses of these advancements within schools. Key appointments like the Head of IT or the Bursar/Director of Operations will also be important.

## GET IN TOUCH WITH ALICE

✉ [alice.brent-smith@saxbam.com](mailto:alice.brent-smith@saxbam.com)

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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*

## GLOBAL SCHOOLS TEAM KEY CONTACTS

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