

Executive Headteachers: What's in a Name?

Executive Summary

Acknowledgements

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References

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Governing boards should actively decide whether to add a level of strategic leadership, and whether this is structured as an additional layer or replacement for other forms of leadership (or a mixture). They must consider who will step into the HoS (or similar) role. Governors should be supported with guidance on what role an EHT might play, appointing procedures, indicative remuneration and job descriptions.

More professional development and support networks for EHTs and aspirant EHTs are needed. Action is needed to increase the proportion of women in the role.

The role and effectiveness of EHTs should be carefully evaluated and kept under review, as this new and expanding leadership role develops.

National data recording systems need to be developed to more accurately record information about EHT posts and accountability arrangements.

More research is needed to explore the role of Head of School (HoS) and CEO to further understand how they relate to EHTs.

3. Findings: Who and where are the EHTs in England?

According to the SWC, there were 20,560 HTs and 621 EHTs in schools in England in November 2014.

Executive headteachers are experienced senior leaders, most of whom have been HTs.

Almost all EHTs in the 2014 SWC have qualified teacher status.

Executive headteacher positions offer higher pay than HT positions – reflecting the higher level of experience and responsibility associated with the role.

clearly defining and articulating the role in application packs, job descriptions and performance management arrangements
clear division of leadership (between EHTs and others)

A Full Report of the Findings

The full report of findings, including key messages and recommendations for policy and practice, why executive headteachers (EHTs) matter, the distinctive characteristics and distribution of EHTs, the circumstances under which schools appoint an EHT, and the facilitating factors, challenges, and development of the EHT role.

How to cite this publication:

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Executive Summary

A two-page concise summary of the full report.

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Technical Appendix

The technical appendix provides a detailed account of the methodology used to obtain the data on which the full report is based.

How to cite this publication:

Harland, J. and Bernardinelli, D. (2016). *Name? Technical Appendix*. Slough: NFER.

Literature Review

The literature review encapsulates existing research on the EHT position in England. It covers three main areas: the history of EHTs in England; the skills, qualities and motivations identified in EHTs; and the governance and school structures associated with EHTs.

How to cite this publication:

Fellows, T. and Odell, E. (2016). *Name? A Review of the Literature*. Birmingham and London: NGA and TFLT.

Case Study Compendium

The compendium provides an overview of each of the 12 case studies that were conducted as part of the research. Each case study includes a description of the setting, the purpose of appointing an EHT, the focus of the EHT role, qualifications of the EHT and replicable features.

How to cite this publication:

Wespieser, K. (Ed) (2016). *Name? Case Study Compendium*. Slough: NFER.

Infographic Poster

The infographic poster –

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