



Glasgow City Council

Operational Performance and Delivery Scrutiny Committee

Report by Interim Executive Director of Education Services

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Leadership Development in Education for BAME Staff

Purpose of Report:

To outline interventions and support that has been implemented to develop the diversity of our leadership workforce in Education Services.

Recommendations:

To ask the committee to note the ongoing work and developments that education is currently implementing and the next steps

Ward No(s):

Citywide:

Local member(s) advised: Yes No consulted: Yes No

PLEASE NOTE THE FOLLOWING:

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1 Background

Glasgow Education Services have a robust leadership framework which has been developed both in consultation and collaboration with senior leaders in our schools and within the authority. The framework looks to develop all staff interested in leadership. This is further enhanced by programmes delivered by Education Scotland nationally and the University masters level study of 'Into Headship' and 'In Headship' which have been provided for Glasgow teachers by Glasgow University.

Our school population is significantly diverse and this, at present, is not replicated within the leadership positions in our schools. To support and develop leaders of colour in our schools we have been working on initiatives to support BAME teachers who would like to develop as school leaders and ensure a diversity which will allow all our young people to recognise themselves within our school leadership teams.

2 BAME PT Project

In session 2022/23, Education Services began looking to support school staff who were interested in leadership opportunities. The next step in a career pathway for teachers would be to take on the role of a Principal Teacher. Due to different challenges, this can be a difficult step to take, particularly if a teacher is feeling supported in their current school but a position is unlikely to come up i.e., they are happy in their current school but there are no current or foreseen vacancies. Subsequently we began a pilot of the PT BAME programme, where the opportunity to take on a leadership role within their own establishment was offered to a small initial cohort of teachers.

The programme was to offer real experience in an acting post to allow the development opportunity for staff who were keen to develop as school leaders. The teachers remained within their posts and were supported with a mentor and further training.

The initial pilot ran for a period of one school session. Feedback from this cohort reflected that one year was not a sufficient period of time to take forward a structured change initiative which is key to school improvement and development. Subsequently a new cohort were empowered in session 2023 for a 23-month acting post to allow a longer period to develop within the role.

This session, 2025, we have recruited a new cohort who have taken up post within their own schools and are being supported in schools by their own headteachers. The cohort are also mentored by members of the Education Directorate to give them support and a network beyond their school.

3 Outcomes

Currently, there have been 0.2% of all teaching staff and 5.53% of BAME teachers overall, who have been or are being supported through this programme. The cohorts have had different roles and remits across both Primary and Secondary and have been both male and female teachers. To date one of these cohorts has successfully secured a permanent Principal

Teacher and is now currently in an acting Depute Head teacher role. Some of the cohorts have moved to alternate roles as they have found that while they have enjoyed the opportunity, it has enabled them to reflect that classroom teaching is the role they wish to focus on. One participant has moved to take up a post in university as a secondment, furthering the career development pathway for that teacher. The numbers in this small-scale project are not significant enough for us to draw definitive conclusions from, but the project has allowed us to support and explore some of the challenges our staff can face in taking on and securing school leadership roles, in particular the challenges that may be faced by BAME teachers.

4 BAME Support into Leadership

Building on the learning and feedback from this project, we developed a new leadership programme as an option for a larger cohort of BAME practitioners. This programme, 'BAME Support into Leadership' (BSIL) was attended by 0.25% of teachers overall and 7.3% of BAME staff. Following this year long input, 8 of the cohort applied for BAME PT posts in Session 2025. All 5 BAME posts were secured from member of the BSIL programme. All 5 successful candidates identified BSIL as instrumental in their preparation for applying and interviewing for posts.

This year the BSIL project has 0.35% of total teaching staff and 10.21% of BAME staff members attending with a focus is on 'The leader in me' and having speakers reflecting on their own leadership journey with participants then identifying areas for development. In year one the focus is on leadership within the 'How Good is Our School' indicators 1.3 – Leadership of Change, 2.3 – Learning, Teaching and Assessment and 3.1 Ensuring Wellbeing, Equality and Inclusion. In year 2 the focus is on overcoming barriers and gaining related experiences.

Within both years there is a focus on professional learning, inspirational speakers and activities which demonstrate impact at the school level. We ask HTs to support/endorse the staff member being part of the network to ensure space and time is given to enable them to develop their leadership skills at their level. There are participants from all sectors from classroom teachers to depute head teachers.

5 Next Steps

Education services will continue to review the project and leadership pathways to ensure that all staff across the city receive appropriate support and professional learning to develop to their full potential. The PT BAME project will now be reviewed and evaluated to explore the impact fully and to examine any barriers or challenges our BAME teachers have faced and to ensure we are delivering an equitable approach in terms of opportunity and recruitment.

Programmes, such as BISL, will continue to develop and support our staff as they develop as future school leaders. This will continue as part of our leadership framework offer to all staff across education services.

6 Policy and Resource Implications

Resource Implications:

Financial:

Legal:

Personnel: Aligned to Education Services Leadership programme

Procurement:

Council Strategic Plan: Specify which Grand Challenge (s) and Mission (s) the proposal supports. Where appropriate the relevant Commitment can also be listed. Reducing poverty and inequality in our communities.

Equality and Socio-Economic Impacts:

Does the proposal support the Council's Equality Outcomes 2025-29? Please specify. Yes – reducing inequality

What are the potential equality impacts as a result of this report? The purpose of the programme is to deliver a positive impact on the diversity of Education Services school leadership.

Please highlight if the policy/proposal will help address socio-economic disadvantage.

Climate Impacts:

Does the proposal support any Climate Plan actions? Please specify:

What are the potential climate impacts as a result of this proposal?

Will the proposal contribute to Glasgow's net zero carbon target?

Privacy and Data Protection Impacts:

Are there any potential data protection impacts as a result of this report
Y/N

If Yes, please confirm that a Data Protection Impact Assessment (DPIA) has been carried out

7 Recommendations

To ask the committee to note the ongoing work and developments that education are currently implementing and the next steps.