
Report To:	Policy & Resources Committee	Date:	4 June 2024
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	PR/19/24/LL/RB
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Subject:	Leadership Development		

1.0 PURPOSE AND SUMMARY

- 1.1 For Decision For Information/Noting
- 1.2 The purpose of this paper is to update the Policy and Resources Committee on outcomes of staff leadership training initiatives.
- 1.3 In house and external leadership opportunities are accessed by employees of Inverclyde Council. Opportunities for leadership training are important, not only to strengthen leadership capacity at all levels but also to help with the Council's recruitment and retention. This report gives an overview of initiatives and evaluations over the past years.
- 1.4 The report also gives an overview of the intended next steps for leadership development across the council.

2.0 RECOMMENDATIONS

- 2.1 Members of Policy and Resources Committee are asked to note the contents of this report.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

3.0 LEADERSHIP DEVELOPMENT FOR TEACHING AND EARLY YEARS STAFF

- 3.1 The Inverclyde Leadership Pathways, created in 2017, identify training and opportunities that are available to teachers and early years' practitioners. The pathway for teachers was created initially, then due to the success of this we developed the same model for early years. These are ever-changing and require regular updating. The role of the local authority is to direct teachers and practitioners towards these pathways and provided further opportunities for collaborative working between those who have identified themselves on a pathway. Leadership pathway networks form a key part of professional development where teachers have regular opportunities to share practice and further develop their leadership skills.

We work in partnership with other councils and organisations to provide cognitive learning opportunities along with our own Inverclyde leadership programmes. A number of Head Teachers, Heads of Centres, DHTs and Education Officers support the delivery of these programmes. An important focus of the pathways is also the development of experiential collaborative opportunities whereby the teachers and practitioners are encouraged to create their own experiences.

3.2 Joining a Pathway

Teachers and practitioners are encouraged to join a pathway at any point in their career. Members of school and early years' management teams, through the ongoing Professional Review and Development process (PRD), Positive Conversations and the Quality Improvement Team (QIT), play an active role in encouraging teachers and practitioners to join a pathway. There is no limit to the numbers who join. At present we have approximately 150 teachers and 30 early years' practitioners. Participation in a pathway promotes the development of the participant's leadership skills and provides excellent opportunities for networking.

Should a teacher or practitioner decide not to join a pathway this does not exclude them from applying for a promoted post nor does it hinder their advancement. The pathways are there to support them in their professional learning journey, should they wish such support, and to increase the number of suitably qualified candidates applying for promoted posts.

- 3.3 Over the last two years, Inverclyde has not experienced the same difficulties that some other authorities have faced with recruitment into head teacher posts. The leets for head teachers have tended to be strong, with only one post having been readvertised. In the last 2 years we have advertised for 9 head teacher posts of which two thirds were internal appointments.

4.0 WHOLE COUNCIL LEADERSHIP DEVELOPMENT

4.1 Leadership Course 2018-19

The first uplifting Leadership Courses were initially delivered to teaching staff, and having been highlighted as sector leading practice during an inspection it was suggested that the course was piloted across the whole council. The first council wide course comprised of 6 sessions from November 2018 to April 2019 and were based on the book by Hargreaves, Boyle and Harris about how organisations, teams and communities raise performance. The course was delivered by the Corporate Director of Education, Communities and Organisational Development and the then Head of OD, Policy & Communications with a total of 19 staff completing the course.

- 4.2 A recall date was held in June 2019. The purpose of this was for those who completed the course to deliver a short presentation to the chief executive on an improvement area within their own service and to receive a certificate to recognise the completion of the course. The course received a very positive evaluation
- 4.3 The aim of the Uplifting Leadership course was to develop leadership skills at all levels and not everyone on the course sought promotion, however of those who undertook the course 11 have been promoted (either temporarily or permanently) to internal and external posts. In addition, one

of the improvement areas developed as part of the course was to deliver in-house training for technicians. This resulted in Inverclyde Council becoming one of the first to achieve SSERC Accredited status and be approved as a training centre. This has meant that the council has saved 70% of the potential cost in training and associated travel costs.

4.4 Leadership Course 2023

Uplifting Leadership was scheduled to run again during 2020 but the COVID pandemic meant that this was not possible. A revised Leadership programme was held during 2023. The aim of this programme was to give a pragmatic hands-on approach to leadership development and reconnect teams across the council after the COVID pandemic. Topics covered were: Leading in a hybrid world, managing people, getting the culture of leadership right, leading in a political and public service environment, managing change and using self-evaluation to bring about improvement. The course was again evaluated highly with participants welcoming the opportunity to network as well as finding the content useful. Because of the size of the council the intention is to run this type of programme once every 2/3 years.

4.5 Feedback from those who attended the 2023 course asked for some bespoke practical sessions on specific aspects of council life e.g. report writing, equalities assessments and to further develop mentoring programmes.

4.6 Ongoing developments and next steps

The 2024 Mentoring Programme was launched in January 2024. It involves mentees (Middle Managers, Operational Managers, Line Managers, Supervisors) being matched with mentors (Directors, Heads of Service, Service Managers). Over the course of 12 months mentees develop their knowledge, skills and mind-set, gain practical insights and constructive challenge. Mentors benefit from passing on their knowledge, expertise, experience and develop their own leadership skills. Both mentors and mentees gain broader perspectives, as well as build new business relationships via the networking opportunities available. For the Council, the aim is to benefit from increased satisfaction for employees, leading to better staff retention in management positions as well as improved leadership skills.

4.7 Equality Impact Assessment training was provided by Clyde & Co in February 2024 to 56 Council officers. This provided an overview of the statutory framework for assessments, the factors to be taken into account and case studies from other public sector organisations. Over 2024-25 the process for assessments will be reviewed and streamlined and related guidance and training will be provided for employees.

4.8 The annual Positive Conversations discussions between line managers and employees include training and development needs. These are collated by Organisational Development and following analysis in April these will inform the development of a programme for specific training for 2024/25.

4.9 The People and Organisational Development Strategy 2024-27 was recently approved. It includes four key themes:

- Organisational Development (Planning for the Future)
- Employee Skills Development, Leadership, Succession Planning (Employees our most Valuable Resource)
- Employer of Choice (Continuous Improvement)
- Fairness & Equality (Promoting Equality, Dignity & Respect)

A related action plan is being developed and will include the following areas with particular relevance to leadership development:

- Supporting delivery of service workforce delivery plans
- Strengthening succession planning
- Developing appraisal approaches
- Developing learning and development programmes

- Implementing approaches to improve the physical, mental and financial wellbeing of our employees
- Improving communication and engagement channels with employees

5.0 IMPLICATIONS

5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

5.2 Finance

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (if Applicable)	Other Comments
N/A					

5.3 Legal/Risk

N/A.

5.4 Human Resources

N/A.

5.5 Strategic

N/A.

5.6 Equalities, Fairer Scotland Duty & Children/Young People

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

	YES – Assessed as relevant and an EqIA is required.
✓	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required.

(b) Fairer Scotland Duty

Has there been active consideration of how this report’s recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report’s recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
✓	NO – Assessed as not relevant under the Fairer Scotland Duty.

(c) Children and Young People

Has a Children’s Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA is required.
✓	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children’s rights.

5.7 Environmental/Sustainability

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
✓	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

5.8 Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
✓	NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

6.0 CONSULTATION

6.1 N/A.

7.0 BACKGROUND PAPERS

7.1 N/A.