



The SCEL Fellowship Programme (Role profile)

Providing advanced and stretching development opportunities for experienced head teachers in schools and heads in early learning and childcare establishments to support their capacity to contribute to system level leadership.



SCEL

Scottish College for
Educational Leadership

SCEL Fellow role specification

The SCEL Fellowship Programme was developed as part of a national response to the findings of Teaching Scotland's Future. Recommendations 48 and 49 identified the need to enhance development opportunities for experienced Head Teachers and to create opportunities for experienced Head Teachers to contribute to system level leadership.

SCEL's Framework for Educational Leadership defines system leaders as individuals who:

'have a strategic role in enhancing Scottish education and society and have a shared sense of mission and responsibility to improve the larger system. System leaders build effective relationships and collaborations within and across organisational boundaries to enable children and young people to have the best chance to succeed.'

SCEL Fellows, as system leaders, work in partnership with the SCEL core team to support the delivery of SCEL's strategic objectives and in turn build leadership capacity across the system including within their own local authority area.

At the inaugural Fellowship event in March 2014, the SCEL team shared their ambition and vision of what it means to be a SCEL Fellow:

- SCEL Fellowship serving as a form of recognition at the highest level for leaders in education whose status and expertise is recognised and utilised within and beyond the profession;
- SCEL Fellows, as champions for leadership and the education profession, sharing their expertise in a variety of ways; and
- SCEL Fellows playing a key role in the development and evolution of SCEL and through the recruitment of yearly cohorts, a rich pool of expertise becomes available and accessible across the system.

It is clear that this is already being achieved in a number of ways and it is important for local authorities, SCEL and SCEL Fellows that the expectations, across the areas in which Fellows will work, are clearly defined. It is also important to take cognisance of the reality that our Fellows are also very busy Heads of Establishment and consequently there will be 'peaks and troughs' in their availability to contribute directly to the work of SCEL and system development.

The following is offered as a guide to potential participation: Fellows will not be expected to participate in all SCEL activity but we will work with SCEL Fellows to match engagement and opportunities to areas of expertise.

Supporting local leadership

SCEL Fellows build effective relationships and collaborate within and across organisational boundaries. They have a key role in working with colleagues; empowering them in their leadership through dialogue, coaching and mentoring and planning. In doing so, Fellows will be building system leadership capacity within their local context.

The Fellowship Programme provides development in systems thinking and capacity building and SCEL Fellows will bring that enhanced knowledge and experience back to their local authority setting. On becoming a SCEL Fellow, there will continue to be developmental opportunities to ensure Fellows are in a position to positively impact on leadership capacity building in their own area as well as in the wider system.

It is important that Fellows:

- continue to share their learning and expertise relating to their sustainable area of enquiry at local and system level;
- are proactive in sharing their learning and expertise, beyond their area of enquiry, across sectors for system development; and
- are proactive in encouraging engagement with, and raising the profile of, SCEL.

Supporting national/international system leadership

Leaders have a strategic role in enhancing Scottish education and society and have a shared sense of mission and responsibility to improve the larger system. They demonstrate their knowledge and understanding of other sectoral contexts.

Areas of contribution at national and international level may include (as appropriate):

- Leading and contributing to national groups including those developing and influencing policy;
- Leading and contributing to national consultations individually and collectively; and
- Participating in and representing SCEL at national and international conferences and events.

Supporting SCEL

SCEL Fellows are instrumental in building the capacity of SCEL; their ongoing involvement may include:

- contributing to the strategic development of SCEL ensuring the range of activity and programmes provided by SCEL are relevant and impact across the system.
- supporting the career-long professional learning of current and future cohorts of participants and Fellows;
- membership of internal groups including the Fellowship Reference group; supporting the recruitment and selection process for new cohorts of the Fellowship Programme;
- endorsement panel membership;
- supporting recruitment to SCEL;
- writing articles, blogs and book summaries to support the development of leadership at every level with a particular focus on system leadership;
- contributing to the continued development of the Framework for Educational Leadership;
- sharing expertise, knowledge and working with SCEL's Regional Network Leaders to drive improvement and enhance outcomes.

Support from SCEL

In defining the role of a SCEL Fellow we aim to provide a better understanding of what it means to be a Fellow. The role specification outlines opportunities for Fellows to be advocates for SCEL and the Scottish education system, supported by sustained career-long professional learning at system level, enabling Fellows to contribute more effectively to system leadership and system development.

Fellows can expect:

- an annual professional discussion with SCEL to identify their career-long professional learning in leadership needs in order to support their on-going contribution as a Fellow;
- continued support to develop their identified career-long professional learning at system level. Where appropriate, this will be subject to an agreed application process;
- an annual National Fellows' event to complement the quarterly Fellows' network events, and regular Fellows' e-newsletters.

It is crucial that Fellows also see themselves as part of the extended SCEL team and as such all communication (oral, written and social media) should be in line with the standards expected by SCEL and the General Teaching Council Scotland's (GTCS) code of professionalism and conduct.

Award of Fellowship

There is a clear expectation that Fellows comply with the highest standards of conduct, behaviour and integrity at all times. The nine principles of public life, see appendix 1, are the basis of the ethical standards expected of public office holders and a good example of standards expected of SCEL Fellows.

The award of Fellowship will normally be for the duration of the Fellow's professional working life. However, to ensure SCEL's good reputation, SCEL reserves the right to remove the award in circumstances where the Fellow:

- Brings SCEL into disrepute;
- Is not being pro-active in offering availability to contribute/support SCEL and system improvement as outlined in this Role Specification; or
- Breaches the GTCS's code of professionalism and conduct or removal from the GTCS's register.

If you would like further information or a discussion on any of the above please email andrew.sutherland@scelscotland.org.uk and we will be happy to assist.

Appendix 1 -

Key principles of the model code of conduct

These general principles are:

1. Duty

You have a duty to uphold the law and act in accordance with the law and the public trust placed in you. You have a duty to act in the interests of the public body of which you are a member and in accordance with the core functions and duties of that body.

2. Selflessness

You have a duty to take decisions solely in terms of public interest. You must not act in order to gain financial or other material benefit for yourself, family or friends.

3. Integrity

You must not place yourself under any financial, or other, obligation to any individual or organisation that might reasonably be thought to influence you in the performance of your duties.

4. Objectivity

You must make decisions solely on merit and in a way that is consistent with the functions of the public body when carrying out public business including making appointments, awarding contracts or recommending individuals for rewards and benefits.

5. Accountability and Stewardship

You are accountable for your decisions and actions to the public. You have a duty to consider issues on their merits, taking account of the views of others and must ensure that the public body uses its resources prudently and in accordance with the law.

6. Openness

You have a duty to be as open as possible about your decisions and actions, giving reasons for your decisions and restricting information only when the wider public interest clearly demands.

7. Honesty

You have a duty to act honestly. You must declare any private interests relating to your public duties and take steps to resolve any conflicts arising in a way that protects the public interest.

8. Leadership

You have a duty to promote and support these principles by leadership and example, and to maintain and strengthen the public's trust and confidence in the integrity of the public body and its members in conducting public business.

9. Respect

You must respect fellow members of your public body and employees of the body and the role they play, treating them with courtesy at all times.

Similarly, you must respect members of the public when performing duties as a member of your public body.

(1) Scottish Government (2014). Model Code of Conduct for Members of Devolved Public Bodies. Edinburgh: Scottish Government. Retrieved from www.gov.scot/Resource/0044/00442087.pdf