The Role of Academic Middle Managers in Secondary Schools

Thesis submitted for the degree of
Doctor of Philosophy
at the University of Leicester

by

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The Role of the Academic Middle Manager in Secondary Schools.

Thesis prepared for PhD of University of Leicester.

Christine Wise

This study focuses on academic curriculum team leaders in secondary schools who are in middle management positions and assesses their role following the Education Reform Act of 1988.

It examines both their perceived role, along with how that relates to the tasks they prioritise, and their stated role. The expectations of others within their school are considered and compared with findings of other studies established by analysis of current literature.

A model is developed to classify the tasks expected of the academic middle managers to see if expectations and performance vary according to whether the task is related to the management of people and if it is on a school wide or individual basis.

Data collection includes a survey of middle managers in schools in three local authorities in the East Midlands and East Anglia with a response rate of 47 per cent. There are also three case studies where middle managers and members of their role sets are interviewed, meetings observed and documents analysed.

The research findings show that the department or subject area team is considered by the middle managers as being their most influential group in all areas of decision making with the head and senior management of secondary significance.

There is some difference between the tasks the middle managers perceived as expected by their heads and senior managers and those they perceive as expected by their departmental or subject area team. For all task areas there are middle managers who perceive tasks to be expected of them by their senior managers but do not accept them as being their responsibility. There is clear evidence, however, that the middle managers have accepted responsibility for the monitoring and supervision of their departmental staff.

Middle managers were aware that expectations of them had increased following the ERA and accepted the legitimacy of these requirements but there was no evidence of additional time being given for this extra responsibility.

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Chapter One

Introduction

This study examines the role of academic curriculum team leaders in middle management positions in secondary schools and their perceptions of their role. It will look at whether their stated role relates to the tasks they prioritize and the expectations of others both within their school, and in the wider educational arena, as established by analysis of current literature.

Defining academic middle management

Academic curriculum team leaders for the purposes of this study are department and faculty heads along with cross-curricular subject co-ordinators who are responsible for an aspect of the academic curriculum rather than the pastoral one. It is intended to consider these posts within the secondary sector only.

There are a number of posts in secondary school where the post holder is responsible for an aspect of the curriculum but they do not have any other staff within their team. Music, for example, is often a single person department and therefore the head, leader or co-ordinator of that subject has no line management responsibilities for other staff, no monitoring of performance or responsibility for professional development. They may have peripatetic teachers within their team but whilst there is some co-ordination associated with such teachers it is not the same as line management responsibility. Whilst these single teacher department head posts are often treated as middle management within school structures (Bennett, 1995, p105) this study will not be including them. Only those middle managers who have a staff team to lead will be considered although the team may be made up of professional teaching staff and/or associate staff.

The divide between pastoral and academic curriculum can be very difficult to determine. This study will consider those subjects which are studied only as part of a personal and social curriculum, such as Health Education, Careers Education, Study Skills and Citizenship, as being part of the pastoral curriculum.

Subjects which are studied on a modular basis may not appear on the timetable in their own right but none the less may still be considered as academic and their leaders fall within the remit of this study if the other conditions are met. An example of a subject where this situation is very likely to apply is Information Technology (IT).

The importance of middle managers understanding their role

Discussion of the concept of role and its definition will be considered later (Chapter 2). The importance of middle managers understanding their role will be reflected on here.

First there is a need for middle managers to understand the difference between a master teacher and a middle manager.

> "It is important for middle managers fully to understand the complexity of their role, one which has changed and developed rapidly over the past few years. It is a highly skilled role which usually involves a large managerial component with a heavy teaching load." (Dunham, 1995, p142)

> "Teachers and leaders need to be encouraged to be adventurous in terms of children's learning. This is unlikely to happen if there is doubt about the role of middle managers, their relationships with senior managers and the structures within which they are working." (Vann, 1996, p5)

Fielding (1996, p8) feels that an increase in effectiveness requires not only skills but also a change in attitude to role. Central to this debate is how the middle managers view their role. It is not only important for others to be clear about their expectations of middle managers but for the middle manager themselves to understand the full

range of their responsibility. Job descriptions are not sufficient as they do not convey the subtleties of relationships nor the balance between senior management expectations and departmental members' demands. Vann (1996) argues that there are a number of questions a newly appointed middle manager needs to ask so they can begin to formulate an understanding of their role:

- What is your expectation of me as a middle manager in this school?
- Do I know and understand what my job is and how I am to carry it out?
- Do I know how my role relates to the overall work of the school?
- Do I know how I can affect the school's work and how I can contribute to the school's improvement, especially in teaching and learning?
- Do I know my part in decision-making?
- Do I know who is my line-manager?
- How can my working conditions be improved? (Vann, 1996, p4)

Bennett argues that too many books concentrate on skills and do not give the wider background which allows the practitioner to understand the role in context and apply the skills appropriately (Bennett, 1995, vii - viii). The skills, for which they do offer advice, are often not the full range required of middle managers, for example they frequently give instructions on how to do an inventory of stock or organise departmental accounts, suggest models for curriculum development and give details of how to move through the development planning process but give very limited advice on how to negotiate access to a colleague's classroom to observe them teaching or how to monitor all pupils' progress without giving the impression that you do not trust your department staff (Bennett, 1995; Donnelly, 1990; Marigold, 1982; Marland, 1981; Mathematical Association, 1988).

More recently there has been an increase in books which concentrate on the human resource aspects of middle management with ideas for team building but middle managers still have little training and few books or courses available to help them. Middle managers might wish to avoid this potentially confrontational aspect of their role but it is not clear whether they are actually avoiding a difficult area or are not

aware of these aspects of their role. It needs to be established which of these situations is most prevalent so that education and training can be targeted appropriately.

Teams and Change

Teams and team building will be considered in more detail later (Chapter 2) but their centrality to the school and their links to middle management are usefully summarised by Bell (1992):

> "Ensuring that teams work together is the responsibility of those teachers who occupy ... middle management positions within secondary schools." (p34)

> "Middle managers must work both within their teams and outside their teams in order to make the most effective contribution to the school." (p23)

> "... the management of change is, and will remain, an essential part of the management of all secondary schools and the teams within them." (p148)

These statements by Bell place the middle manager at the heart of the management of change. But if middle managers don't fully understand their role they will not adequately fulfil this aspect. Bennett (1995) supports Bell when he highlights "... the pivotal role of middle managers as creators of culture, communicators of the vision, and generators and facilitators of change." (Bennett, 1995, p44)

The recent pace of change, brought about by political ideologies, legislation, and progress in educational technology have placed a significant burden on schools. Dunham (1995) pointed out earlier that these changes have brought with them a need for the middle manager to more actively manage the staff within their area of responsibility. All of these changes had to be managed and in many cases were left to the middle manager. Whilst some changes might have been on a school-wide basis, they all impinged on the smaller units and indeed, as Bennett suggests in the quote

above, it is the responsibility of the middle manager to transmit the school-wide vision to the ordinary teacher. Bell (1992) suggests that:

> "Where the change affects the work of the team it is the responsibility of the team leader to attempt to manage the change in such a way as to minimise the resistance, the conflict and the hostility that will be generated." (Bell, 1992, p150)

The introduction of change increases the need to monitor the team's performance so that the implementation of the planned change can be evaluated and strategies adjusted as appropriate. Where the change is in an area which has traditionally been thought of as the head of department's remit such as changing schemes of work, there is unlikely to be any problem. Where the change is more subtle, such as a move from traditional didactic means of teaching to more flexible learning, there is likely to be a conflict between the teacher's right to autonomy within the classroom and the middle manager's right to manage. Once again middle managers need to understand their role so that they can operate with confidence.

Findings of earlier studies

Although there have been a number of books written to offer guidance to middle managers in their day to day work, there have been few empirical studies which examined the role of the middle manager in secondary schools or what middle managers actually do.

In their research, completed during the late 1980's, Earley and Fletcher-Campbell (1989, p1) decided that they would "... focus on examples of effective department and faculty practice as identified by others." They felt that whilst there was official recognition of the importance of the role, little was known about what was effective practice, what qualities were required and what training needed (p4).

They found that "... many department heads did not conceive of themselves as managers having responsibilities for others and being in positions of leadership" and

although they "... had little non-contact time in which to carry out their many tasks" (Earley & Fletcher-Campbell, 1990, p192) there was a lack of acceptance of their roles as curriculum leaders, change agents and staff developers.

> "... it was also suggested that some of the responsibilities of department heads were not carried out, not because of the very real constraints of time but, rather, because they were seen as problematical. There were some aspects of the middle manager's role that individuals were reluctant to embrace and this militated against departmental improvements. Ineffective department heads were seen, amongst other things, as having a conception of the role different from that of their effective counterparts." (Earley & Fletcher-Campbell, 1990, p192)

They also found that department heads did not accept responsibility for evaluating and reviewing the work of their departments. Fielding, writing more recently, indicates that not much has changed.

> "... personal diffidence, a reluctance to question the professional integrity of colleagues and a non-interventionist school culture very often combine to leave the manager ignorant of what is going on except through anecdote and intuition." (Fielding, 1996, p8)

Earley and Fletcher-Campbell reflected on their findings and made recommendations which they felt would lead towards better practice.

- "More time should be made available to enable department heads to perform their managerial tasks more effectively.
- Opportunities should be created for department heads to reflect on and gain better understanding of the full range of their responsibilities.
- Department heads need to acquire the leadership and management skills/knowledge necessary to facilitate desired outcomes and ensure effective departmental performance.

- Consideration should be given to middle managers' training needs and how these might best be met by a process of management development activities in schools and LEAs.
- Senior staff in schools and LEAs should fully recognise and enact the key role they play in supporting and facilitating the effective functioning of departments." (Earley & Fletcher-Campbell, 1989, p217)

Earley and Fletcher-Campbell (1989, p217) agreed with both the DES in their publication Better Schools (1985a, p7) and the Cockcroft Report (1982), when they noted the shortage of time that department heads had for managing planning and development as well as optimising use of staff and resources. They found that many department heads felt they were faced with the dilemma of choosing between teaching or management tasks, which Earley and Fletcher-Campbell felt could be relieved by a recognition that, with greater emphasis on management, there could be an improvement in all teaching. They suggested that department heads should think creatively about ways of increasing time for management tasks.

Bullock (1988) completed a much smaller study but found a very similar situation. He found a great deal of disagreement about the definition of the role of the department head between department heads and their heads. Drawing on Lambert's (1972) work on classification of tasks, Bullock found that the 'Expressive Academic' type of tasks caused department heads most concern, conflict and ambiguity. In general their heads were expecting greater leadership and control of departmental staff. The problems were neatly summarised by Bullock's (1988, p98) assertion that "the role of the head of department was perceived as that of a master teacher rather than as a middle manager..."

Problems were found with delegation, evaluation, innovation, management of time, staff appraisal, negotiation and team building, and lead to Bullock stating:

> "The major problems experienced by heads of department in seeking to fulfil their roles were the expressive or person-centred roles. ... In contrast the

instrumental or task-centred roles proved to be less problematical ..."
(Bullock, 1988, pp62-3)

"Their instrumental role was considered by most heads of department to be more important than their expressive role, because the routine day-to day administration work, if ignored, would be quickly observed by other staff."
(Bullock, 1988, p100)

He concluded that "... it could not be taken for granted that a master teacher would be an effective middle manager ..." (Bullock, 1988, p101)

Bennett (1995), reporting his study of 100 middle management posts, found a great deal of difference in the expectations of potential post holders but the need for leadership and co-ordination from those with middle management responsibility was common.

All these studies highlight the different perceptions that middle managers have of their role from their senior management and in some cases from their department members. As Bullock explains, there was an expectation by senior management of far greater leadership from middle managers than was actually being shown. There were also expectations from team members which were not being fulfilled, although at times these expectations were at odds with those of senior management.

In general, middle managers were found to believe themselves to be short of time to complete all the duties expected of them. In having to take decisions about what to leave undone, those aspects of their role which are associated with working with colleagues, the personnel function, are generally omitted. There is a mix of opinion about why this situation exists. Bullock believes it to be lack of training, Fielding suggests it is because of misplaced respect for the rights of the autonomous professional whilst Earley and Fletcher-Campbell comment on the different conception of their role by those heads of department labelled as ineffective.

Legislative changes since earlier studies

The work of Earley & Fletcher-Campbell (1989) was completed during the long running industrial dispute and before the implications of the Education Reform Acts affected schools. The Acts of 1986 and 1988 have brought about major changes in the way schools are managed (Osborne, 1990, p1) which Bell felt gave increased emphasis to management by teams:

> "The recent legislation relating to education and the changes which it is bringing about in school management have emphasised the need for management through team work." (Bell, 1992, p44)

The implementation of the National Curriculum following on closely from the introduction of GCSE helped to emphasise the important part that team leaders and department heads had to play in curriculum development. The rapid pace of change and the need for specialist knowledge put subject specialists at the centre of this transformation of the curriculum. There was also a greater need for internal moderation which required more open assessment and recording. In many cases INSET was provided on the 'cascade' model where the department head was trained and then was expected to feed the details and information back to their department members.

The introduction of league tables and open enrolment made schools more aware of their weak areas. With funding linked to pupil numbers, it became more important to monitor teachers' work to ensure that consistent standards were maintained.

'Local Management of Schools' (LMS) gave schools greater control over how they spent their funds. In many schools the resultant extra work of this along with other changes meant that the headteacher started to fulfil a much more executive function (Doughty, 1999) and a 'layer' was removed from the day to day management of the school. Additionally as much of the head's work was passed down to the deputies and senior management, so much of their work was passed down to those in middle management (Glover et al, 1998; Brown et al, 1998).

Industry has seen a change in the role of middle managers with a gradual flattening of managerial structures. This 'flattening' involves the delayering of management hierarchies thus reducing the number of staff in the chain of command. Whilst some cynically comment that there will simply be more work for those who are left, others view a subtle change in the actual role expected (Humble & Jackson, 1994, p21). Bush (1997, p58) notes that there is "some evidence of limited shifts towards flatter structures in schools."

Rationale for this study

The pace of change in both education and society will not slow for some time (Hughes, 1990) and therefore the need for the careful management of change within our schools is likely to be an ongoing requirement. As shown earlier, much of the management of change falls to the middle manager in school to facilitate, implement and evaluate through the management of their teams. There is a need, therefore, to ensure that middle managers are both aware of the requirements of their post of responsibility and have the skills to complete their role to the full.

Prior to the Earley and Fletcher-Campbell study, Ribbins comments that:

> "What we still know very little about, is what middle managers actually do, how they account for their actions, and how they interact with 'relevant others' within particular schools." (Ribbins, 1985, p364)

Whilst the Earley and Fletcher-Campbell study gave us a better insight into what middle managers were and were not doing and how they perceived their role at that time, there is little evidence about their role and function in the post ERA period. Turner (1996) suggest that:

> "The role of the Head of Department has tended to be neglected by researchers, because generalisations are particularly difficult when one considers the enormous complexity of different types of schools, in addition

> to the different types and size of departments which exist in each school." (Turner,1996, p204)

A number of writers (Bullock, 1988; Earley & Fletcher-Campbell, 1990; Lambert, 1972; Midgeley, 1980) highlight shortcomings in what department heads and other curriculum middle managers were actually doing. Their conception of their role, in many cases, is different from that of their senior management and shows a reluctance to embrace the personnel function. They were acting as a master teacher rather than as a manager. Fielding (1996) refers to the importance of "... the quality of teaching and learning and the professional experiences and development of the people working in the team" and these should be "... the central concerns of middle managers." (Fielding, 1996, p8)

The introduction of compulsory independent inspection of schools and their reports make it possible to gain a view of the current situation in schools.

> "OFSTED see the development of middle managers as a critical issue. ... Many OFSTED reports contain comments about the need for the review of the job descriptions, of responsibility post-holders and middle managers in particular, to achieve greater effectiveness within schools." (Vann, 1996, p4)

The Chief Executive of the TTA demonstrated that the training of middle managers was of vital importance, when she advised the Secretary of State to concentrate training in certain priority areas, including middle management in secondary schools (Millett, 1995, p2). In 1998 the TTA published the 'National Standards for Subject Leaders' which states in the 'Introduction' (p3):

> "Although subject leaders must have a good knowledge of the subject, these standards focus primarily on expertise in the leadership and management of a subject."

With the current emphasis on the management of change, there is a need for middle managers to understand their role and this study aims to give an insight into what middle managers perceive as their role. Ineffective department heads were found to have a different conception of their role from effective department heads and therefore the tasks that were expected of them in Earley & Fletcher-Campbell's (1989) study. Previous studies (Bullock, 1988; Lambert, 1972) have also highlighted different expectations of the role of middle managers by both their super and sub-ordinates.

This outline of the intentions of this research gives rise to the following questions:

- What tasks do middle managers consider to be part of their role?
- How does their perception of their role compare with insights drawn from the literature?
- Are they aware of any difference in expectations of them by their colleagues at different levels in the staffing structure?
- Who do they consider to be their greatest influences in particular areas of decision-making?
- Which tasks are given the highest priority?

This study will consider first what the literature has to offer on definitions of role, the models of the requirements of the role and the tasks these models imply for the academic middle manager. A survey will be completed of a range of middle managers to establish answers to the research questions followed by a more in depth study of three case study schools. The data collected should enable conclusions to be drawn about the understanding academic middle managers have of their role.

Chapter Two

Literature Review

Introduction

The term 'middle manager' has been used in industry for a number of years but its use in education is a relatively recent innovation. Whether the growing use of the term reflects a change in role or recognition of a pre-existing one is to be investigated by this review of the relevant literature.

Middle management and secondary school structures

> "... middle management [is the] tier of authority which tries to co-ordinate the day-to-day work of the teachers in the various sub-units and integrate them into the overall totality of the school ..." (Bennett, 1995, p104)

Bennett is suggesting that classroom teachers are responsible to their middle manager who in turn has to try to co-ordinate their efforts in line with the whole school vision.

Armstrong et al (1993b) is clear that the middle manager has super- as well as sub-ordinates but, like Bennett, is certain that the middle manager must have a view of the organisation as a whole.

> "Sandwiched between those above and those below, the middle manager needs a very clear idea of how his or her role fits into the overall organisation of the institution..." (Armstrong et al, 1993b, p1)

This view that the middle manager is between two groups is repeated by Wood (1993, p7) and succinctly related to the entity of the department by Bailey when he says:

> "It is helpful to think of the head of department as the department's representative in the school and the school's representative in the department ..." (Bailey, 1981, p111)

Bennett (1995) attempts to relate these ideas to school structures:

> "The implication of the term [middle manager] is that there is a tier of management below them ... which would suggest that middle management only operates where there is some kind of integrative structure through which the smaller units communicate with senior management." (Bennett, 1995, p105)

According to Bush (1997, p45), structure is a term used to describe "the formal pattern of relationships between people in organisations". It also "expresses the ways in which individuals relate to each other in order to achieve organisational objectives." Using this definition of structure, Bennett is suggesting that middle management can only exist within a structure where ordinary classroom teachers communicate with their middle managers who in turn have a defined route to communicate with the senior management.

Kemp & Nathan (1995) neatly summarise the points so far and examine how this structure fits in with an incentive allowance system for rewarding extra duties.

> "There is no simple definition of middle management in schools. The closest one can come to a definition is to say that the school's middle managers are those people whose role places them between the senior management team and those colleagues whose job description does not extend beyond the normal teaching and pastoral functions. In practice the middle managers will be those staff holding posts of responsibility with an incentive allowance ... In other words, middle managers are the people who have the day-to-day responsibility for managing departments or sections of the school, or for co-

ordinating some form of activity or initiative, or for leading some form of staff team." (Kemp & Nathan, 1995, p7)

Meredith (1994, p88) expresses the view that management is about working with people rather than merely having extra tasks to complete, a view that is supported by Bell (1992, p11) who also believes that school management is primarily about people.

Bennett's (1995)empirical work involved following up advertisements for academic middle management posts to find out more details of where the posts fitted within the structure of the school. His findings are in broad agreement with the opinions of Kemp & Nathan (1995) and Meredith (1994) quoted earlier. Bennett found that some heads viewed middle management as being staff who were paid incentive allowances whilst others had clear structures with additions like cross-curricular co-ordinators of IT and Special Needs (Bennett, 1995, p107). Evetts (1992, p96) suggests that "the allocation of promotion allowances to particular responsibilities is an important indication of a headteacher's priorities and values." Bennett went on to summarise his findings as:

> "... anyone with a promoted post in a secondary school with fewer than five responsibility points, or below the status of senior teacher, is likely to be seen as middle management, providing that they hold a defined responsibility area which involves them having to co-ordinate some aspect of the work of another teacher ..." (Bennett, 1995, p109)

Although this quote seems to lose the link with the whole school perspective considered so important earlier, Bennett goes on to highlight how important the middle manager is to the successful integration of the organisational aims.

> "The idea of middle management assumes a hierarchy of status in the organisation, with those in senior positions providing leadership and direction and those in middle ranking positions having responsibility for spreading

> understanding of the leadership and support for that direction so that everyone works to the same objectives." (Bennett, 1995, p137)

It is possible to argue against Bennett's assertion that the existence of a middle management 'assumes a hierarchy of status' but Bush (1997, p48) supports the idea that structures which are "consistent with bureaucratic assumptions" are what commonly exist, particularly in secondary schools.

During his research Bennett found that positions attracting the equivalent of three and four incentive points were exclusively thought of as middle management posts by the heads. He also found that three-quarters of the positions attracting the equivalent of two incentive points were considered to be middle management along with one quarter of those with the equivalent of one incentive point. In addition, he discovered that department heads who were working within faculties were still considered to be middle management. (Bennett, 1995, p107)

Bennett (1995) found that, as with the heads, the various writers on the subject held different views of what constituted middle management. Earley & Fletcher-Campbell (1989) use middle management interchangeably with head of department or faculty, for Bullock (1988) and Donnelly (1990) head of department equals middle management, and Kemp & Nathan (1995) treat middle management as everyone holding an incentive allowance but they only discuss heads of department, faculty, house or year in the remainder of their work (Bennett, 1995, p105).

It would appear that the majority of department and faculty heads in secondary schools could be considered to be academic middle managers and whilst there is a growing number (IT Co-ordinators, Special Needs Co-ordinators, TVEI Co-ordinators) who do not fit neatly into departmental boundaries the department as a unit remains important in academic organisation in most secondary schools.

As early as 1981 Bailey attempted to define a department in something other than timetabled subject terms.

> "In principle a department begins to exist (1)when two or more teachers begin to teach a subject formerly taught by one; (2) when those teachers begin to co-ordinate their work so that together they can perform tasks which no one of them could perform singly; and (3) when, however informally, one teacher begins to lead and another to follow." (Bailey, 1981, p106)

Chamberlain further defines the 'person' such that we can include cross-curricular co-ordinators of aspects of the academic curriculum within our remit, without actually having to define a 'department'.

> "'Head of department' is used as the generic term describing a teacher responsible for a section of a school's curriculum and the work of other teachers of that section." (Chamberlain, 1984 p18)

History of the position of department head

Historically the place of the middle manager or head of subject department within the school management structure has been poorly defined and many writers suggest that it is a fairly recent addition (Wallace, 1986). By the mid 1980s, whilst the "title 'head of department' [was] associated with a definite status, an above basic salary, and a senior level of responsibility" (Chamberlain, 1984, p18), the post had no standard job description despite being nationally established and:

> "... despite its significance in today's comprehensive schools, the post is relatively new in terms of title and salary recognition. Above basic scale salary allowances were paid in secondary grammar schools before World War II, but more often than not such allowances were given to the person and not to a set of duties or to a specified job." (Chamberlain, 1984, p19)

The whole idea of management in education is a relatively new one except for the most senior posts in school. The training manual published in 1882 implied that there were two tiers of management, the head and the assistant teacher. The head was

expected to supervise his assistants and examine their work but, by 1905, the Handbook of Suggestions for Teachers published by the Board suggested that teachers should think and plan for themselves, using whatever teaching methods best suited the situation drawing on their own expertise. In return for this autonomy they were expected to 'accept responsibility' although it is not clear exactly what the responsibility was.

Teachers' autonomy continued to grow with the widespread and static consensus over curriculum content; central control over the curriculum was relinquished (Wallace, 1986, p205). The expectation of autonomy and reliance on their own expertise developed within the profession and was to affect the structure of teaching for a number of years.

The post of head of department was initially a recognition of a teacher's seniority within a subject specialism. The postholders were frequently autocratic, had only minor chores and administration in addition to their teaching, had little extra responsibility or accountability and normally left other subject staff to monitor their own teaching as autonomous professionals. Staff within a school frequently had different conceptions of the post, particularly the head and the post holders themselves. And if there was little commonality among posts within schools, there was even less between schools.

> "This situation was, in part, a carry-over from the grammar schools where the post of head of department first emerged, and where such staff were assumed to be merely the senior teacher of a subject." (Chamberlain, 1984, p18)

As early as 1938 it was recognised that there were problems with the very person specific nature of the allocation of above basic scale allowances paid in secondary grammar schools and the "Spens Report of 1938 recommended that allowances should be established for specified posts of responsibility in secondary schools." (Chamberlain, 1984, p19)

The War, post-1944 restructuring and secondary reorganisation delayed implementation and as a result "allowances tended to be concentrated on academic subjects, with little attempt to define role function" (Chamberlain, 1984, p19). When the secondary and elementary school pay scales were amalgamated in 1945, a number of extra allowances were introduced for graduates, professional study and for posts of special responsibility although the criteria for these latter awards were not clear and many were given for academic work with older children or for administrative duties in the larger secondary schools. Although the teacher unions were opposed to any form of grading of teachers by classroom performance criteria, posts of special responsibility were often awarded for only nominal extra duties and in fact were frequently used to reward good classroom teaching, past performance and to attract or retain certain teachers of shortage subjects (Wallace, 1986, pp 206-7).

There was growing recognition that there were sometimes huge discrepancies between what allowances were paid for. The 1954 Burnham Committee, 1956 Burnham Report and the 1956 pay negotiations were seen by some as an endeavour to relate all above basic scale payments to recognisable responsibilities (Chamberlain, 1984, p19). The pay negotiations, in fact, led to there being four grades of department head in secondary schools where GCE 'O' level was taught, making head of department posts mandatory in such schools.

Despite these measures there was still no direct link between having a graded post and having actual delegated responsibility for influencing colleagues' work even though, to merit an allowance, responsibilities were generally expected to entail supervision of a department.

There was now a hierarchy of status levels, intended as career incentives. In 1965 the Burnham Committee introduced five incremental scales to give clearer progression and although the number was limited by a combination of Burnham and LEA policy, heads still had considerable autonomy over the allocation of these promoted points. Ambiguity still existed around the reasons for acquiring a

promotion point with decisions often being on the basis of subjective judgements and expediency, on whether the person was liked or the scarcity of particular subject teachers, not on any principles of management. Once again, many were given for extra administrative duties which also took good teachers out of the classroom, and others were given for duties that the head might formulate to suit the situation or candidate (Adey,1988; Wallace,1986).

School reorganisation in the late 1960s, with its expansion in school size and type of population, led to a greater interest in staff management structures. Change was often made difficult by existing post holders being unwilling or unable to change their role but there was a gradual move to attaching salary and status to a role or set of tasks, rather than as it had been, to a person, as a sort of merit pay (Chamberlain, 1984, p18). Successive pay awards linked extra pay to special responsibilities other than teaching. It became clear that prospects of increased prestige, salary and promotion depended on, not being merely a good classroom teacher but in taking on additional responsibilities aligned to the improved management of the school.

The change in emphasis did not happen uniformly, however. A study of twenty comprehensive schools found that there were a range of head of department responsibilities but still many who had "little 'de facto' responsibility". (Heycock, 1970, p62).

> "Apart from the initial design of syllabuses, and the annual requisition of material they exerted little influence on subject teachers. Their responsibility did not extend to any supervision of subject staff..." (Heycock, 1970, p61)

Brydson, drawing on a range of research, also commented that:

> "Their role involved little more than ordering books and keeping things ticking over ... Although there may have been a general feeling that these early heads of departments occupied important places in the school

> organisation, in practice the hierarchy of positions created by graded posts carried minimal duties, rights and obligations."(Brydson, 1983, p4)

By the early 1970s it was found that the payments were still regarded as "more in the nature of general merit allowances than functional payments for specific tasks."(Chamberlain, 1984, p19)

During the consideration of pay parity with similar jobs, it was observed that the conventional management structure did not exist within teaching; assistant teachers were not necessarily responsible to those on higher scales; salary differentials did not automatically reflect levels of management responsibility. The Houghton Committee of 1974 used these findings to justify promotion to a higher scale in recognition of good class teaching performance; they wanted to attract and retain good teachers in the classroom (Adey, 1988).

Four years later in 1978 the HMI held a slightly different view of the role of the promoted posts. They held that promoted posts "should entail some responsibility for influencing colleagues rather than being a mark of success in a career as a class teacher" (Wallace, 1986, p208). The 1979 Clegg Report lamented the lack of national job descriptions or precise criteria for promotion from one scale to another (Chamberlain, 1984, p19), but the Standing Commission on Pay Comparability six years after Houghton in 1980, reiterated that the different levels of scale need not necessarily carry wider responsibility although they did recognise that heads of department were involved in major management activities.

In 1984 the Burnham Committee recommended a simpler system of pay, a main professional grade with points available to be added to those obtained for length of service and experience, for managerial responsibility from heads of department and senior staff.

Growth in recognition of the management required of department heads

The evolution of comprehensive schools had demanded substantial alterations in previous patterns of internal organisation partly because of the increase in average school size and partly as a consequence of the greater mix of pupil entry. During the early 1970s the head of department job, although created in 1956, also changed " ... from that of senior subject teacher, with a limited range of responsibilities associated with teaching that subject, to that of manager of often a large department ..." which in major subjects in large schools often had almost as many staff as small grammar schools (Morris & Dennison, 1982, p37).

Slowly the post of head of department had "developed into an indispensable component of secondary school organisation and management" and often decisions about curriculum content, teaching methods and pupil grouping were "left entirely to them" (Chamberlain, 1984, p20).

Having noted the changes in the internal organisation of secondary schools caused by the evolution of comprehensive schools, Morris and Dennison state that:

> "... the range of decisions, involving the deployment of subordinate staff, teaching methods, curricular issues and the use of departmental resources, that are required of a head of department ensures that the comprehension and, more important, the implementation of this role has profound implications for the effectiveness of the school." (Morris & Dennison, 1982, p37)

Marland (1981, p30) saw the head of departments' influence being even wider and claimed that "...effective departmental leadership is essential to the overall work of the school" and went on to specify the need for Heads of Departments to have wider whole school interests.

This point was supported by Brydson when he stated that the role of the head of department was no longer merely "a senior subject master" but also an important "catalyst and co-ordinator of a team". He noted that "... headmasters now allocate

far more work to a head of department" and "... the headmaster will hold him (*sic*) accountable for the proper performance of the task." (Brydson, 1983, p6)

Chamberlain (1984, p20) also agrees that in the 1980s "the role of the head of department has tended to be perceived as more extensive than being the senior teacher in a particular subject area". In his view the role was increasingly that of middle manager with both "organisational and administrative responsibilities in a whole school context", an opinion supported by Straker (1984, p221). Both writers agree that this arose from the difficulties of managing the larger schools brought about as a result of the comprehensive reorganisation.

Heads of Department were originally promoted because of subject teaching skills and knowledge, not for their ability to manage or lead and Dunham (1978, p44) felt that the role was changed so much after comprehensive reorganisation that it was "misleading to retain the same name for it". Whilst the change in role is recognised by Ribbins, he argues that the name can only exist after reorganisation because departments "may be said to exist only where deliberate collaboration takes place ..." and therefore departments did not exist prior to reorganisation because there was very little collaboration. (Ribbins, 1988, p63)

During the early 1980s there was a drive toward more central control of education, an adoption of an economic ideology, a growing distrust of teacher autonomy and its place within such an ideology (Wallace, 1986, p209). In 1982 Marland (in Marland & Smith, 1981, p1) had noted that the head of department's function was "... unique to this country" and "a clear, practical demonstration of the philosophy of the devolved system of educational responsibility in Britain." The increased centralisation of education did not however diminish the responsibility of the head of department, indeed innovations such as GCSE relied on the head of department or a similar subject specialist to implement them.

The widening of the head of department's role in the 1980s with the extra demands of curriculum change, staff development and increased emphasis on pupil assessment

led to what Chamberlain (1984, p20) described as a "pivotal position" for the head of department for he was now part of the whole school management team as well as a department leader.

> "Overall the departmental head's primary function must be to formulate the objectives, within the whole school context, towards which the efforts of the department are to be directed and to create the organisational structure within which these efforts can be most effective." (Chamberlain, 1984, p20)

Brydson (1983, p5) also felt that the need to innovate and incorporate rapid changes had lead to an expansion of the head of department's role to include new managerial tasks but Marland (Marland & Smith, 1981, p1) felt that the head of department's importance in implementing and supporting change was being ignored.

Despite all these changes and Marland's (Marland & Smith, 1981, p1) view that "the success of a comprehensive school depends to a very great degree on the understanding of their jobs by the heads of departments" there were still some heads of department who viewed their role in a traditional light as a reward for proven competence as subject teachers (Wallace, 1986, p204).

By 1990 Earley & Fletcher-Campbell felt there was "... increasing recognition that the head of department plays a crucial role in the effective operation of the work of departments ..." (Earley & Fletcher-Campbell, 1990, p192) and Morris & Murgatroyd (1986, p281) argued that departments should be treated as the primary unit of management. This would imply that a department head must be seen as part of school management but:

> "The idea of 'middle management', ... has developed since the mid-1980's, but remains ill-defined." (Bennett, 1995, p105)

The role of the middle manager in the 1990s

The TTA (1998, p4) in their 'National Standards for Subject Leaders' state that the "core purpose of the subject leader" is "to provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils."

The Education Reform Act (ERA) and its associated legislation have, according to Bush, "transformed the educational landscape ... ". (Bush, 1995, p4)

> "The scope and nature of management in schools and colleges changed dramatically in England and Wales with the implementation of the Education Reform Act (1988). ... It gave governing bodies and principals substantial discretion to manage their own schools and colleges, albeit within a framework of increased national control of the curriculum." (Bush, 1995, pp4 - 5)

> ".. as schools have become larger, not only has the number of middle managers in a school increased, but the volume and complexity of management tasks has also significantly expanded. In the aftermath of the Education Reform Act this trend is certain to continue. As senior managers attempt to shoulder new burdens, one of their answers to management overload may be to delegate more and more of the school's management functions." (Kemp & Nathan, 1995, pp2 - 3)

Jones and Sullivan (1997) state that, as senior management training has changed its emphasis from management to leadership:

> "... the nitty gritty tasks of management still have to be carried out and it is these which have moved down to the middle management level" (Jones and Sullivan, 1997, p93).

The predictions of change made by Kemp & Nathan were verified a year later by Osborne.

> "... [the] nature of education management is undergoing major change as a result of the Education Reform Acts of 1986 and 1988 - and particularly by the local management of schools and open enrolment elements of the latter." (Osborne, 1990, p1)

The major transformations produced by ERA were:

- The National curriculum which specifies in considerable detail the content of the curriculum and the assessment arrangements for pupils at ages seven, eleven, fourteen and sixteen.
- Local Management of Schools (LMS) which devolves funding and resource management to governing bodies and school staff and greatly reduces the power of the local educational authorities (LEAs).
- Open Enrolment which removes artificial limits on the capacity of schools and enables parents to choose the school their children will attend, subject only to its physical capacity. School budgets are linked closely to pupil numbers, encouraging schools to compete for pupils in order to sustain or increase their income.
- The provision for schools to 'opt out' of LEA control and become grant-maintained, receiving their revenue and capital budgets from a funding agency whose members are appointed by the Secretary of State for education.
- The introduction of a nationally controlled inspection regime which will ensure that all schools are inspected once every four years according to criteria established by the Office for Standards in Education (OFSTED). (Bush & West-Burnham, 1994, pp1 - 2)

We have already noted Brydson's feelings on the variation in style of department heads brought about by the rapid changes and the need to incorporate innovations.

The introduction of a National Curriculum within its very short timescale had significant implications for the workload of the academic middle managers. They were no longer just tied to the examination syllabuses at the more senior end of the school but had curriculum prescription throughout along with external assessment at the end of Year 9. Department heads and subject co-ordinators had to reconcile their and their team's curriculum philosophy with these new requirements along with organising training opportunities.

ERA not only introduced more change in the form of the National Curriculum but also led to schools having much more control of finance (Knight, 1989). In some schools middle managers were given greater control of their own budgets and there was an increasing awareness of costs and financial constraints.

The open enrolment principle made schools very aware of the public image of their work. There was a drive to produce materials that explained their work to a lay audience, communication with parents became more important and the publication of results and league tables made individual subject areas very open to public scrutiny. With these were: "... growing expectations of Heads of Department to deliver high quality results." (Jones and Sparks, 1996, p7)

Alongside this new accountability came the compulsory inspection of schools. This required production of policy papers, handbooks and other documentation for the school and for individual subject areas, because although much of it was already in existence no one had previously collated it. (Ofsted, 1994, p44) Routines and procedures had to be formalised, agreed and put into action on both levels with common agreement on important issues.

The gradual devolution of management to schools and the consequent increase in management tasks within them has lead to a growth in delegation of management to other managers in the school. These managers have to complete tasks which frequently have whole school implications and so the management structure has had to take account of this.

"In secondary schools, local management has tended to distance the head from educational leadership and teaching . Hierarchical management has been replaced by flatter structures and an emphasis on strategic planning , with increased responsibility and accountability devolved to subject and pastoral teams." (Baxter, 1996, p3)

"... a high degree of authority is vested in the headteacher and transmitted through heads of departments/years ..." (Evetts, 1992, p84)

Warwick's statement in 1982, emphasising the central position of the head of department, seems even more relevant post-ERA. The strength of this new middle management role:

"... lies in [the] new relationship both with the headteacher and those colleagues in a similar position ... . Together middle management forms a corporate group ...Without their support very little can be achieved ..."(Warwick, 1982, p6)

Centrality of the Middle Manager

As early as 1977 HMI were commenting on the centrality of the department head to the quality of education in their report on Modern Languages. They were "...more than ever convinced that the head of department is a key figure, the most important single figure governing the quality of language work in school." (HMI, 1977, p18)

Whilst they were discussing in particular, the teaching and learning of Modern Languages, the statement could as easily be applied to other subject department heads. In 1981 the HMI in Wales stated:

"... the effectiveness of the school will continue to hinge in certain fundamental respects upon the competence of its heads of departments, and the quality of professional leadership demanded for success at this level is

higher than that implied by the modest status often accorded heads of department in school hierarchies." (HMI (Wales), 1981, p13)

The emphasis here has moved on from a recognition of the importance of the department head in influencing the quality of teaching in their subject to recognising their potential significance in determining the school's effectiveness.

This was reiterated in 1984 when their document discussed the lack of recognition of the centrality of the role of head of department in determining the quality of the learning experience. "It can be argued that schools rely more for their success on the dynamism and leadership qualities of the head of department than on any other factor." (HMI (Wales), 1984, p20)

Once again the 'success of the school' rather than the department or subject is emphasised and also the need for leadership qualities at this level, the key elements of which are "...the integration of individual, team and school goals." (Bell, 1992, p40)

A successful school is more than the sum of a number of successful and effective departments. As we noted earlier (p22) the decisions required of a head of department had "profound implications for the effectiveness of the school" (Morris & Dennison, 1982, p37). This point is supported by Brydson when he says: "... the head of department occupies a central and influential position in the teaching, planning and management of many secondary schools." (Brydson, 1983, p2)

This central position is not just a result of the middle managers' status within a hierarchy of management positions nor a reflection of their crucial communication role between senior management and classroom teachers but a recognition that the school aims have to be translated into classroom practices and monitored for their effectiveness. Earley & Fletcher-Campbell (1989) noted that it is actually department heads that implement whole school policies. As Brown and Rutherford state, "... departmental beliefs and values need to mirror whole school beliefs and values." (Brown and Rutherford, 1996, p4)

As well as having "the task of guiding the teaching approaches of the whole department towards the intended curriculum" with all the challenges that presents to their leadership skills (Mathematical Association, 1988, p17), the department head also needs to do it with "a shared sense of purpose". Alongside this, each teacher should be "responsible for his/her individual contribution to the work of the whole department" (Henry, 1992, p2). The head of department has to ensure that each contribution is in line with the ethos and culture of the school and contributes towards the achievement of the goals the school has set. So that:

> "Within the context of the school and its policies, subject leaders are responsible for establishing and ensuring high standards of teaching and learning in their subject." (TTA, 1996, p6)

This follows on from what the TTA, in the same document, state as the core purpose for subject leaders:

> "To secure continuous improvement in the teaching of the subject in the school, producing the highest standards of pupil achievement and ensuring that all pupils develop their knowledge, understanding, skills and abilities within a secure, challenging and motivating educational environment." (TTA, 1996, p6)

Role

Why consider role?

> "Evidence from OFSTED inspections and other sources has shown that pupil achievement is higher when the role of the subject leader is clearly identified and effectively implemented." (TTA, 1996, p4)

The growing use of the term 'middle manager' was noted earlier (p23) and the question raised as to whether its use reflected a change in role or simply recognition

of a pre-existing one. Several writers (John, 1980; Adams, 1987; Armstrong et al, 1993b) argue that it is important for role incumbents to fully understand their role and its expectations. This requires an understanding of the definition of role along with consideration of who defines a person's role.

The 'Framework for the Inspection of Schools' is the publication used by Ofsted to guide its inspection of schools. It defines what school documents should contain, the criteria for judging performance and many other measures. The Framework does not give "any detailed statement of the expectations of the role and responsibilities of middle management" (Glover, 1994, p1) but Ofsted do expect middle managers to have an understanding of their role as the following example from an Ofsted report on a school shows:

> "Some tasks have been recently allocated to teachers in middle management without them fully understanding their new roles." (Glover, 1994, p4)

Brydson (1983, p7) argues that the role of head of department "must be widely and universally understood" and any evaluation should be against what a person <u>ought</u> to be attempting to do, not what they are <u>actually</u> attempting which seems a very appropriate point in the current climate of accountability and regular inspection. Brydson continues to explain that:

> "If a garden wall is asked for, a fence, although alike in purpose, may not be acceptable." (Brydson, 1983, p7)

It follows then that a department head "needs to know role expectations and the theoretical ideal for performance so that degree of effectiveness can be monitored and strategies for growth in effectiveness planned." (Midwood & Hillier, 1987, p6)

Hales defines managerial effectiveness as:

> "... the relationship between what a manager achieves (performance) and what he is expected to achieve (aims/purpose and objectives/goals) within the constraints of his position or situation and the constraints imposed by the organisation and socio-economic environment." (Hales, 1993, p68)

It is evident then that a middle manager "needs a very clear idea of how his or her role fits into the overall organisation of the institution" and they also need to understand the implicit as well as the explicit relationships linked to that role (Armstrong et al, 1993a, p1). However, Brydson found many weakly defined roles and responsibilities; they were often clear about administrative tasks but managerial requirements varied greatly both in perceived and expected roles (Brydson, 1983). Likewise, the HMI in 1988 (p6) found that "... in many schools the role of middle management, particularly that of heads of department, was underdeveloped."

While job descriptions lower the risk of ambiguity, middle and higher management tend to have a list of formal duties "that say little about the more subtle and informal expectations of the role" (Handy, 1993 p64). Expectations, parameters and authority of role must be clearly spelled out (Fielding, 1996) because "an ill-defined role can be of great concern to many staff." (Howard,1988, p87)

It is therefore important that we understand what role is and how it is defined before we consider what tasks are likely to form the academic middle managers' responsibility.

> "To us, the importance of role theory as a tool of analysis is that it directs our attention ... to the properties of situations rather than to the properties of individuals." (Morgan & Turner, 1976, p8)

What is role?

Role and job descriptions are sometimes seen as synonymous and "in such cases role is defined by listing 'a set of tasks or responsibilities'" (John, 1980, p47) A criticism often made of such definitions is that they de-contextualise the post, making it

impossible to view the contribution of the post-holder to the overall working of the school organisation. This is taken account of by Ribbins (1988, p58) who defines role as:

> "... the relationships between positions in a structure expressed in the behaviours considered appropriate rather than merely in the designated position themselves."

Adey (1988, pp320-1) also includes relationships with other positions in his definition along with the behaviours "appropriate to successful fulfilment". For Webb & Lyons (1992, p99) the set of behaviours is:

> "...defined according to a range of expectations and reciprocal relationships set up by the nature of the organisation and its internal 'culture' patterns."

Role, then, is more than a list of tasks and responsibilities attached to a particular post within an organisational structure. It is not synonymous with job description because tasks and responsibilities are only a part of the role. It has more to do with the relationships with relevant others and the associated behaviours expected of the postholder (Bush, 1981, p54). The person specification often lists the official relationships of the role holder but in practice the predominant members of the role set might be very different from those intended. As such, role must be thought of as dynamic because it is dependent on relationships for its definition, so as relationships develop and change so does the interpretation of role.

> "... a person occupies a position but plays or performs a role. A role is the dynamic aspect of a position." (Burnham, 1969, p202)

Any teacher acts out more than one role within their working day. For example, it is frequently the case that they are form teachers as well as subject teachers and in the former role, their relationship to other staff within the structure changes. It has been

suggested that a department head occupies four distinct roles during the performance of their job. These roles are:

1. Professional role as a teacher in the classroom;
2. Organisational role as part of the responsibility for management of the department;
3. Corporate role within whole school as a 'middle manager' in the administrative structure of the institution;
4. Personal role (Morris & Dennison, 1982, p40)

They go on to say that "... the boundaries between each of these roles is diffuse" and that in any discrete situation "... a head of department could be playing a single role," or alternatively there could be "... elements of all four roles in a particular set of events" (Morris & Dennison, 1982, p40). They believe that each of the roles "...involves different expectations among heads of departments themselves, and among all the various and disparate members of the role set." (Morris & Dennison, 1982, p41)

Day suggests that there are potentially more than four roles that a department head has to play and they "will need to be able to adopt a variety of roles" (Day, 1984, p32) and in summarising these roles contends that they will need to be "an innovator, a change agent, an evaluator and a friend!"

So, an individual can be expected to perform in many different roles and role is the set of behaviours expected of an individual, in a particular situation, given their position within a structure as defined by their relationships with others, at that moment in time. But it must be remembered that, because role definition is dynamic, it is susceptible to differential perception which can cause problems.

Who defines role?

There are usually 'role signs' eg uniform, place, rituals, office which make explicit the role an individual is playing at any particular time. These allow the application of a

stereotype of the role which is utilised in the absence of other information, and without which, modern society would be very confusing. (Handy, 1993, pp62-3) Examples of this are the expectations of a policeman when in uniform or a neighbour seen at a school meeting when in their capacity as a teacher.

These stereotypes inform us of the behaviours we should be able to expect from the individual. It is important to understand who contributes to the formulation of these expectations of behaviour and thus helps to define the role as perceived by the role incumbent in a given set of circumstances.

> "Any individual, in any situation, occupies a role in relation to other people. Her performance in that role will depend on two sets of influences:
>
> The forces in herself - her personality, attributes, skills;
>
> The forces in the situation." (Handy, 1993, p61)

The 'forces in the situation' can be the expectations that others have of the role incumbent so that "the definition of any individual's role in any situation will be a combination of the role expectations that the members of the role set have of the focal role." (Handy, 1993, p62)

The individual role incumbent concerned in our analysis is the focal person who occupies the focal role. The group of people with whom they interact in some non-trivial way in that situation comprises the role set. (Handy, 1993, pp61-2) "There are many demands placed on a manager by his 'role set' (those who will have opinions, demands and influence upon his role)." (Howard, 1988, p84)

For the department head, their role set might include not only the teachers within their own department but also their fellow department heads, pastoral leaders, head, governors, parents and of course the students, but the extent to which each of these impinges on the individual's behaviour will depend on many factors.

> "An emphasis on structure leads to the notion of individuals being defined by their roles while a focus on people leads to the predominance of personality in determining behaviour" (Bush 1995, p25)

A similar point is made by Bullock (1988), who also felt that the two possible concepts of organisation would affect role. He argued that a structuralist approach would assume people were independent of the organisation and therefore a role was part of a hierarchy whereas an interactionist approach would assume that the organisation was negotiated by people and infer a more organic, human role (Bullock, 1988, p24).

The dynamic nature of role is a result of the role definition being in "... a constant process of negotiation, which involves not only the expectations of others, but how the individual perceives these expectations" and more importantly "... which he perceives as legitimate" along with "... the manner in which he responds to them." (Howard,1988, p87)

How much does the role incumbent influence their own role?

Ribbins (1988, p61) believes that "... social actors do not merely 'take' roles as they are presented to them, but actively 'make' them what they are." Hall (1997, p63) agrees that "an individual's performance in a job is as much about 'role-making' as 'role-taking'".

To understand the mechanism through which this might happen it is worth considering the relationships and interactions involved in a 'role episode', a 'role episode' being one complete cycle of behaviour in response to a situation.

> "... role senders, significant members of the incumbent's role set, hold expectations for a role as a result of which they exert pressures on the role incumbent. Experiencing these pressures, the incumbent gains fuller information about the role, perhaps experiencing role conflict, before responding in an attempt to cope with these experiences. The functioning of

> a feedback mechanism results in a perception of the response by the role senders, and depending on their evaluation and expectations the cycle is repeated to give another role episode." (Morris & Dennison, 1982, p38)

Three variables are said to affect the feedback received: organisation factors, personality factors, interpersonal factors. (Morris & Dennison, 1982, p39) These vary in the extent to which they are within the control of the individual.

In reality role incumbents, as managers, can and do, influence their role sets and it is necessary to accept that: "... the manager can be the source of or otherwise effect the expectations sent by the role set." (Fondas & Stewart, 1994, p88)

These authors describe the impact a manager has on the expectations to which he will be subsequently held, as 'expectation enactment' which they define as:

> "... impact that occurs as the result of the manager intentionally initiating opportunities to shape role expectations and as a result of automatic feedback and mutual adjustment between the focal manager and role senders. The word 'enactment' captures the notion of a manager actively, deliberately creating the environment rather than solely responding to it." (Fondas & Stewart, 1994, p88)

During the development of their perspective they highlight three circumstances in which a focal manager might be able to affect and effect the role set's expectations:

1. Role making during assimilation of a newly appointed manager.
2. Role reciprocity during interaction of the focal manager with members of the role set.
3. Managerial initiative in job definition. (Fondas & Stewart, 1994, p89 - 92)

Within these three situations, Fondas & Stewart (1994) posit four separate determinants, drawn from literature which affect 'expectation enactment':

- the characteristics of the focal manager;
- the characteristics of the role set;
- the role set/manager relationship;
- the external organisational conditions.

These are very similar to Morris & Dennison's variables, detailed earlier (p37), which were said to affect the feedback received from a role episode.

The presence or otherwise of some of the characteristics is said to determine how successful the focal manager will be in shaping the expectations of the role set. In their model Fondas & Stewart (1994, p92) list a number of factors which contribute to the variables which they expand with supporting evidence from other writers.

A. Characteristics of the focal manager:

1. Power motivation - a person with a great need for power is motivated to control the environment and influence others.
2. Achievement motivation - a person with a great need to achieve will want to control in order that they can succeed.
3. Risk orientation - someone who is averse to risk is likely to be less willing to attempt to influence their super-ordinates.
4. Locus of control - people differ in their beliefs as to whether outcomes are determined by their own efforts or those of external factors.

B. Characteristics of the role set:

1. Authority and distance - the distance in the structure between the role senders and the focal manager along with the relative authority of role senders to focal manager.
2. Latitude and resources - the possession of personal and positional resources.

3. Diversity - a diverse group can need time to placate all the members or can allow the manager to lean towards the preferred expectations and ignore the others.
4. Membership variability - there is an increased opportunity for influence when there is a change in membership.
5. Expectation strength - if the role set's expectations are weak they are more likely to change under pressure from the manager and vice versa.

C. Role set/manager relationship:

1. Interpersonal interaction - the more frequent and longer in duration, the greater the likelihood of enactment.
2. Interpersonal attraction - where liking, admiration and mutual respect exist the enactment is more likely to occur.
3. Relative power and influence - both of manager to super-ordinates and sub-ordinates.
4. Task interdependence - where the focal manager and the role senders are dependent on each other for the successful completion of their jobs, the manager may use that interdependence to "negotiate or otherwise modify the role set's expectations."

D. External Organisational Conditions:

1. Variable job definitions - more freedom to define parts of the job.
2. Resource uncertainty - difficult for role sets to demand compliance with expectations that presume a particular resource base.
3. Mission ambiguity - difficult for role sets to demand compliance with expectations when the goal is obscure or ambiguous.
4. Change in organisational size. (Fondas & Stewart, 1994, p93 - 7)

The extent to which the role incumbent can change expectations within the school situation is called into question by Best. The role set for a department head is very diverse, a number of its members are not necessarily education professionals and yet are increasingly powerful.

> "... it is tempting to exaggerate the degree of freedom which the individual can exercise over the shape of his role. This is especially true where roles are institutionalised in formal organisations like the school ... The reality is of a dynamic, complex and often tense relationship between the free and rational actor on the one hand and the formal structure of role expectations on the other." (Best et al, 1983, p54)

Schools do attempt to designate roles but, as Earley & Fletcher-Campbell noted, the role as it is written down is not the same as the role that is enacted (Earley & Fletcher-Campbell, 1989, p41). Also, despite their best efforts, the head on their own cannot:

> "... define any management role in the school. This is because the role is defined by the expectations of all the individuals and the groups who form the role-set of the role occupant." (Howard,1988, p87)

In addition to this, even a brief look at schools would make it obvious that:

> "... the officially designated roles are by no means the only roles to be found in schools. On the contrary, there are a host of ascribed, achieved or confirmed informal roles which are an important part of the social structure of the school." (Ribbins, 1988, p62)

These informal roles can sometimes be in conflict with the official roles and duties of the postholder which are not always accepted willingly by the individual concerned.

Is the fulfilment of role straightforward?

Role fulfilment can be particularly problematic when there is a clash between other people's expectations of role and the focal person's own self-concept, for example when ethical issues are set against organisational practice; it can lead to a feeling that it is 'just not us' when they are forced to deny their personal identity or beliefs. (Handy, 1993, p65) This difficulty is particularly apparent in a profession.

> "The role expectations that the individual head of department possesses can often be in conflict with the way he is expected to carry out the job by members of the role set - assistant teachers, other heads of department, senior staff, pupils technical assistants and parents - and while role conflict can be minimised by full discussion among all members, some, on both a personal and organisational level, is inevitable." (Morris & Dennison, 1982, p38)

This difficulty of differential role perception is further highlighted by Howard.

> "... senior management see the provision of the education process as the prima facie task ... Middle and non-management see the role of management as providing direction and co-ordination of the day to day processes of the school." (Howard,1988, p115)

Clearly the definition of a person's role within a particular situation at a given time is problematic. The different perceptions of what the role should be and whether it is being fulfilled are likely to be a potential cause of disharmony and stress. Handy attempts to delineate the different types of disharmony that might occur.

> "Role ambiguity results when there is some uncertainty in the minds, either of the focal person or of the members of his role set, as to precisely what his role is at any given time. ... or if [the focal person's] conception of the role differs from that of the others in the role set, there will be a degree of role ambiguity." (Handy, 1993, pp63 - 4)

> "Role incompatibility results when the expectations of the members of the role set are well-known but are incompatible as features of the same role." (Handy, 1993, p65)

> "Role conflict results from the necessity for a person to carry out one or more roles in the same situation. The expectations of each role may be quite clear and the expectations be compatible for each role, but the roles themselves may be in conflict." (Handy, 1993, p65)

Earley & Fletcher-Campbell (1989, p70) called this conflict between various roles, role overload and Howard noted that "... role conflict was more prevalent in middle management than at either top or lower levels of management." (Howard,1988, p94)

Role ambiguity, uncertainty about limits of authority vested in a job and lack of clarity in job descriptions as to the extent of individual responsibilities are all recognised as causes of stress by the Health & Safety Commission (1990, p9)

> "... [head of departments] must experience conflict between [professional, organisational, school and personal roles] when the role expectations of each are different, and these inter-role conflicts therefore form a natural part of the job to which the head of department must adjust and cope, with all the complementary tensions: particularly as the total role is not static but dynamic, changing according to personal, institutional and external circumstances." (Morris & Dennison, 1982, p41)

Hargreaves identified eight basic forms of role strain or conflict for the head of department which included:

- simultaneously occupying two positions whose roles are incompatible;
- lack of consensus among the occupants of a position about the content of the role;
- lack of consensus among the occupants of one of the complementary role positions;

- conception of role which conflicts with the expectations of a role partner;
- role partners having conflicting expectations;
- a single role partner having conflicting expectations;
- unclear role expectations;
- lack of the qualities required for adequate role performance."
  (Hargreaves, 1975, p54)

Many of these can be seen to be expansions of earlier definitions but they highlight how many sources of potential conflict there are.

Ribbins (1988) looked at the problem of complying with role expectations and decided that there were three different ways in which an individual postholder might appear to be complying with demands:

1. Role commitment - a situation in which the formal requirements of the role are accepted as ones that must be met but in which role performance are not personally valued.
2. Role attachment - a situation in which role performance is identified with own values and needs as a person.
3. Role distance - describes the situation in "... which an actor plays the role adequately but in a more-or-less offhand manner." (Ribbins, 1988, p62)

However it remains true that some, despite others' expectations of their role, do not change their activity. During their research, when they looked at the difference between effective and ineffective heads of department, Earley and Fletcher-Campbell found that in most cases, ineffective department heads could not be classified as simply not doing their job because they had a different perception of their role.

Bullock found that:

> "The limited amount of time available for heads of department to perform their various roles was claimed to be an unreasonable constraint, and it was

apparent that potential role conflict was built into their role." (Bullock, 1988, p63)

He also noted that there was frequently a "... conflict of loyalty to headteacher and to departmental members ..."(Bullock,1988, p63) However, according to Blandford (1997, p3) the recognition and reconciliation of multiple roles is "central to effective middle management".

Adams states that there is a managerial responsibility in relation to roles and says that they should "attempt to define roles, alleviate role conflict, make role-sets understood and take steps to make the relationships between role holders as clear, relaxed and harmonious as possible." (Adams, 1987, p36)

Professional Leader or Leading Professional?

Head of Department as Senior Teacher

Several writers (Donnelly, 1990; Harris, Jamieson & Russ, 1996; Marland & Smith, 1981) comment on the need for a department head or subject co-ordinator to be a good teacher. Ribbins (1986, p124) notes a senior teacher's comment that a head of department must be a good subject teacher, able to teach any lesson in their department. Stokes (1981, p65) states that a head of department must be an excellent teacher.

Lambert (1975, p33) comments on his discovery that there was agreement among heads of department that they should set an example through good teaching, whilst Adey (1988, p332) detects "widespread belief amongst teachers that the head of department should be a good teacher."

This sense that the head of department should be a good teacher may be seen as more important than their work as a middle manager. Bullock (1988, p98) states his finding that: "The role of the head of department was perceived as that of a master teacher rather than as a middle manager ...".

According to Morris (1984, p2) there are two principal aspects to the job of head of department, the first being as a first class teacher in the classroom and the second as a manager of resources, both human and material. However for Bullock (1988, p20), the dual role of master teacher and middle manager was a cause of role conflict because of a lack of time.

Marland (1981, p8)is clear that the head of department's role is not that of senior teacher of a subject but is that of co-ordinator of a team of people and in a later publication adds:

> "It is not enough to be an excellent teacher, an enthusiast for the subject, a good administrator and an original thinker. The head of department will stand or fall by his ability to create a team effort which will be capable of achieving the aims and objectives of the department." (Marland & Smith, 1981, p65)

Adey seeks to show how teaching is supportive of the managing role when he says that the head of department should be setting a personal example of good teaching whilst their subject knowledge and clear philosophy of teaching could be viewed as the necessary pre-requisites for successful fulfilment of the policy making role. (Adey, 1988, p332) Hughes expresses a similar view when he says that a leader of professionals has to show themselves to be involved in the actual work if their views are to have any impact. Education managers must "... aspire to professional authority as educators as much as to positional authority as managers of organisations" (Hughes, 1985, p277). Harris et al (1995, p288), in their work on effective departments in secondary schools, found that middle managers acted as leading professionals.

Morris (1984) claims that it is not sufficient for the heads of department to be sure of their professional expertise, they need to have a breadth of view that goes beyond the classroom and even beyond the school itself. This view fits in well with Hughes' view that managers need to demonstrate extended professionality, which includes an

awareness of wider dimensions, whereas teachers confined to work in the classroom, have restricted professionality. (Hughes, 1985, p282)

Leading Professional or Chief Executive?

> "Put too much stress on 'management', and you are risking creating a sterile managerialism, which reduces management to 'the right to manage'. There are powerful undercurrents in the 1988 Education Act which pull in this direction. So it is important to remember that schools are not factories - however frequently we are told that they have to 'deliver' the curriculum, and however deliberately we are exposed to the pressures of competition and market forces. Education is not a production line, teachers are not operatives, and assessment is more than quality control." (Duffy, 1990, p94)

This is a useful reminder that, whilst there are some general features common to all management, the management of schools is significantly different in a number of important ways. For Bell, these differences can be summed up as: "School management is essentially about people and how to work together to achieve specific goals" (Bell,1992, p11).

Hughes (1976) proposes that heads of schools have a dual role as chief executives and leading professionals. Earlier (p45), we argued that the leader of a professionally staffed organisation must command respect for their ability in the work of the organisation if they are to lead successfully. Through research, it has been shown that "a head of department cannot work effectively unless he is master of his craft" (Howson & Woolnough, 1982, p40). Professional staff want the leader of their team to have expertise not only in leading but also in teaching, an idea supported by a number of writers. (Hughes, 1985, p277; John, 1980, p55; Stokes, 1981, p65) Because of this dual role, it could be argued that the Hughes' model also applies to the academic middle manager.

Hughes shows concern that this dual role is unique to education leaders but he observes that:

> "Nearly all executives ... do a considerable amount of non-executive work, which is sometimes more valuable than the executive work which they do. Nevertheless, 'executive' work is not that of the organisation but the specialised work of maintaining the organisation in operation.'" (Hughes, 1976, p51)

Executive functions are therefore, those which are essential to the smooth-running of the organisation whilst the non-executive functions, in this case, are teaching and its related academic activities. According to Hughes, the executive functions have both internal and external dimensions and so heads of department, for example, have departmental and whole school dimensions. (Hughes, 1976, p51)

Hughes continues his explanation by stating that the leading professional sub-role has two dimensions. (Hughes, 1976, pp54 - 5) The first of these he terms the 'traditional' as it includes teaching and pastoral care, not only of the pupils but also of the staff. The second dimension he terms 'innovating' and is a measure of their openness to external professional influences, their readiness to take the initiative in encouraging staff to try out new ideas, their involvement in educational activities outside school and the importance they attach to personal study. Because the two dimensions are independent, an individual might demonstrate contrasting abilities in them. Again although Hughes' work is about heads it can be argued that these two dimensions apply equally well to academic middle managers in secondary schools.

Hughes is not alone in considering education management to be a balancing act between executive and professional matters. Bell (1992, p74) claims that education management consists of a combination of three distinct but related activities which must be kept in balance. 'Getting things done', or administration is similar to Hughes' category of Chief Executive whilst 'doing new things', or innovation is clearly a Leading Professional function. Bell's third activity, 'reacting to crisis', or

salvation does not have a parallel in Hughes' model but is likely to be applicable to both functions according to the nature of the crisis.

Hughes (1985, p279) gives examples of how the two sub-roles of the head teacher, leading professional and chief executive, can be split into internal and external influences. Table 2.1 adapts this model to the role of academic middle manager.

Leading professional sub-role	*Chief executive sub-role*
Internal • Professional guidance of staff • Personal teaching • Counselling of pupils and parents etc	*Internal* • Allocative and co-ordinating functions within the department
External to the department • Acting as spokesperson for the department in educational matters • Involvement in external professional activities (the cosmopolitan role)	*External to the department* • Relationships with the senior management

Table 2.1 - Adaptation of Hughes' model

There has been a tendency to consider the two sub-roles as mutually exclusive but Hughes (1985, pp279 - 80) claims that they are integrative. Without the authority that professional expertise offers, the executive functions could not be successfully carried out.

> "... it is increasingly clear that the senior educational administrator cannot be effective as a regulator, whose main concern is simply with maintaining the structure intact or adjusting the controls of the management cycle, while the ... teachers get on with their tasks with a minimum of interaction with management or each other. A more creative and dynamic role is required, preferably in a collaborative framework, which includes involvement in defining and re-assessing goals, facilitating change, motivating staff and students, and external representation. Their professional background should

> enable the professional-as-administrators ... to retain credibility as 'leading professionals' while also being effective 'chief executives'." (Hughes, 1990, pp25 - 6)

Authority

The role of the middle manager includes the management of other staff as well as classroom management. This is seen as potentially problematic in schools where teachers may be thought of as equal professionals. Howard suggests that the manager can manage even though he is thought of as an 'equal' professional because of "the role they inhabit." (Howard,1988, p84) Further on he suggests that "many staff confuse being an equal professional with equality of managerial power and responsibility." (Howard,1988, p144)

Lambert (1972, p11) argues that professional authority is "... diametrically opposed to the very organisational principles of control and co-ordination by supervision" but Hughes in writing about the dual role of the head, says:

> "The innovating head, it appears, relies partly on exerting influence on staff colleagues as a fellow professional; equally, however, he accepts his position as chief executive, and uses the organisational controls which are available to him to get things moving." (Hughes, 1976, p58)

The same could be said of the middle manager. If they are well informed in their subject area, well qualified and a first-class practitioner, they will be able to lead by example. (Earley & Fletcher-Campbell, 1989, p52) They will have respect as a good teacher and will be able to attempt to influence their fellow professionals by the use of 'functional authority' based on competence (Lambert, 1972, p9). If that fails, they can resort to 'pulling rank', using formal authority based on position (Lambert, 1972, p9). However Bennett warns against this latter strategy because this form of authority is viewed as non-legitimate by many and the use of such power could result in non-compliance. He believes that a manager should attempt to operate by consent because coercion does not equal commitment. (Bennett, 1995, pp57 - 8)

Hales describes "... power as a resource" and "influence as the process of attempting to modify others' behaviour through the mobilisation of power resources." (Hales, 1993, p18) He goes on to define 'authority' as "... the possession of power resources and attempts at influence which are deemed legitimate and, hence, acceptable by those subject to them." (Hales, 1993, p28)

A power resource is considered to be the possession of something that the other person lacks such as physical strength, control over economic or financial resources, knowledge or influential personal beliefs or values (Bennett, 1995, p56). Recognition of the middle manager's expertise as a teacher is an important power resource which the majority of teachers would view as legitimate.

The authority of a department head can be difficult to quantify because "professionals prize their autonomy and are not readily amenable to hierarchical control ..." (Hughes, 1976, p50). This produces some degree of role strain for the professional-as-administrator because "professional norms stressing autonomous integrity for practitioners still make a claim upon him, which he considers legitimate but so does the organisation's need for control." (Abrahamson, 1967, p83) Hughes argues that "the organisational loyalty of professionals is also suspect, their prior commitment being to their specialised work activity ..." (Hughes, 1976, p50). This suggests a further potential difficulty for the management of schools in that a head of department or subject co-ordinator might willingly deal with those tasks that are directly linked to their subject and its teaching but may be less willing to divert their limited time to whole school activities which are not of immediate benefit to their area of interest.

Hughes also notes that the extent of a head's authority can be dependent on his delegated power. Once again it is possible to see that the same could be true for a middle manager. As Hughes says:

> "The occupant of an executive position, who is granted little authority and recognition by his superiors, tends to behave in relation to his subordinates in a cautious and defensive manner, which exposes him to as little risk as possible. Conversely the executive who is granted an appreciable measure of autonomy and recognition by his superiors is more likely, in his relations with subordinates, both to adopt a positive approach himself and to encourage others to become involved in executive functions. ... It may well be that professional initiative and the exercise of discretion cannot properly be expected from school executives who are regarded, and who regard themselves as the powerless minions of a centralised and powerful bureaucracy." (Hughes, 1976, pp53 - 54)

The situation has changed for heads following the 1988 Education Reform Act (ERA) and decisions are "... taken by those who are closest to the point of implementation and who are in the best position to understand the effects of those decisions." (O'Neill, 1994, p19) However, there is little evidence that this principle of 'subsidiarity' is "being applied at the level of middle management within institutions." (O'Neill, 1994, p19) This is despite the research of Earley & Fletcher-Campbell (1989) which:

> "... identified a need to empower middle managers to make real decisions which were then acted upon rather than, for example, referred to a more senior group for approval." (O'Neill, 1994, p19)

It remains possible, therefore, that in many schools middle managers have to refer all significant decisions to senior management which can severely lengthen the process of innovation and limit their freedom to try new initiatives. Application of Hughes' work to middle management predicts a tendency for such managers to limit the delegation of their limited power to other department members. It is conceivable that, because they can complete little without referral to a higher body, they adopt a similar regime to maintain positional authority. This assertion will be explored further in this study.

The Tasks Required of an Academic Middle Manager and Their Classification

A number of writers (Bennett,1995; Dunham, 1978; Earley, 1992; King, 1983; Bell, 1992; Brydson, 1983; Lambert, 1972) propose models which offer outlines of the tasks that are expected of academic middle managers. Some models are based on lists of tasks gathered from observation of middle managers whilst others are drawn from a more theoretical base. In a similar way some of the models merely group tasks together, whilst others attempt a more analytical approach.

Towards A Classification

Hughes (1985) believes it to be important to separate and distinguish between technical (professional) aspects and executive (administrative) aspects of the role of head of department. He gives examples to illustrate their division:

Professional:

- professional guidance to staff;
- counselling pupils, parents and others;
- personal teaching;
- acting as spokesperson for the school on relevant educational matters;
- involvement in external professional activities.

Executive:

- allocative and co-ordinating functions within the school;
- relationships with the governing body, and with the LEA as employing authority. (Hughes, 1985, p279)

The division between those activities which the teacher's professional training prepares and trains them for, and in which a middle manager could be said to have expertise, and the more administrative tasks that a good manager, regardless of original training, could undertake, can be seen to link with the dual role of leading professional and chief executive detailed in the previous section.

Models based on 'what' is being managed

Bennett (1995) analyses the details of eighty advertised middle management posts. A large number of the citations are "diverse and idiosyncratic" but there are some which are common across a number of job descriptions. Bennett apportions them to areas of responsibility and the twenty-one most commonly quoted tasks appear in the following categories as shown in Table 2.2.

Area of Responsibility	No. of Occurrences
Subject related	6
Team/leadership/interpersonal	3
Finance/resources	3
Cross-curriculum/whole school	3
Assessment and records of achievement	2
Staff development, INSET and appraisal	2
Teaching	1
External relations	1

Table 2.2: The twenty-one most commonly quoted tasks found by Bennett (1995)

These eight categories constitute a limited form of classification because they do not endeavour to analyse the type of task for its forms of interaction, so, for example, 'Assessment and records of achievement' could as easily contain 'Checking on teachers' assessments' as 'Entering test results on to computer for student's record of achievement'. (Bennett, 1995, pp112 - 3)

Later in his work Bennett summarises the tasks into four sets of responsibilities:

- for curriculum
- for the work of others
- for contributing to whole-school activities
- for finance and resources. (Bennett, 1995, p116)

This list is very similar to that of Ernest (1989, p323) who has four categories:

- Representational function - representing the department to the head; liaising with other departments; pastoral organisation; and parents;
- Management of human resources - leading the maths staff team; selection of new staff;
- Managing the curriculum - planning the curriculum; organising the classes;
- Management of physical resources - budgeting.

If Ernest's first category is considered as the 'Management of interfaces' instead of the 'Representational function' both these models can be seen as the grouping of the responsibilities of a head of department according to **what** they are managing rather than an attempt to deal with the tasks by their **type** of management or skill required to deal with them.

Like Bennett, Adey (1988) analyses a sample of ten job and role descriptions of secondary heads of department. Areas where there is high agreement are then put into his own categories:

- Teaching Methods and Philosophy/ Subject Development - develop and monitor departmental policy: set aims and objectives, devise, review, and revise syllabus; develop and supervise departmental teaching methods; monitor the setting of classwork, homework and marking.
- Management: Resources and Administration - requisition and care of materials and equipment; preparation/conduct of internal exams; external examination entries.
- Management: Departmental Staff - hold departmental meetings; consult staff re development of department policy; supervise the teaching of all departmental staff; delegate responsibilities; allocate departmental staff to teaching groups; supervise the teaching of probationary teachers; encourage INSET; assist departmental staff in the discipline of pupils.

- Whole School - liaise with other departments re subject syllabus; participate in HOD meetings with senior staff; inform departmental staff of school policy; represent views of departmental staff to senior management.
- Pastoral - assist in the discipline of pupils.
- External Liaison - parents.

Adey divides management into two categories: 'Resources and Administration' and 'Departmental Staff' but does not label 'Development and supervision of departmental teaching methods' as an aspect of management.

The West Sussex County Council offers a slightly different way of grouping the responsibilities of a head of department which they consider to be in relation to:

- their role as a senior member of staff;
- staffing - advise on staffing; delegate and supervise some responsibilities; input to timetable process; care of newly qualified teachers (NQT); assess performance of departmental staff, including lesson observation; encouragement of in-service training; actively helping with discipline/problem pupils;
- the work of the department - set standards and check on them; syllabuses and scheme of work and records; assess suitability of courses and maintain awareness of external changes; cover work, homework and internal examinations;
- resources: materials, equipment and accommodation - check on stocks; plan future needs including accommodation; keep accounts for capitation spending;
- the pupils - clear records to ensure pupils' progress; encourage staff to participate in extra-curricular activities;
- communication within and outside the department - regular department meetings with printed agenda, discussion papers (if appropriate) and minutes; represent department in whole school discussions; communicate

regularly as appropriate with Head, other hods, post-school agencies, primary schools etc. (West Sussex County Council, 1981, pp1 - 6)

The similarities between Adey's and West Sussex's groupings are highlighted in Table 2.3 which also gives a comparison between their models and the earlier ones of Bennett and Ernest. The final column attempts to indicate how Hughes' professional/executive split could be interpreted.

Generic Headings	Adey	West Sussex CC	Bennett	Ernest	Hughes
Curriculum Management	Teaching methods and philosophy/ subject development	Responsibilities in relation to department	Responsibility for curriculum	Managing the curriculum	Professional
Resource Management	Management: resources and administration	Responsibilities in relation to resources	Responsibility for finance and resources	Management of physical resources	Executive
Staff Management	Management: departmental staff	Responsibilities in relation to staffing	Responsibility for the work of others	Management of human resources	Professional
Whole School Responsibilities	Whole School	Role as a senior member of staff	Responsibility for contributing to whole-school activities		Professional/ Executive (depending on the activity)
Pastoral	Pastoral	Responsibilities in relation to pupils			Professional
Interface Management	External Liaison	Communication		Representational function	Professional/ Executive (depending on the activity)

Table 2.3: The similarities between the models of Adey, West Sussex, Bennett and Ernest with some attempt to interpret Hughes' model along similar lines.

There is a high level of agreement between the models. All the models contain a reference to curriculum, resource and staff management whilst five out of the six

indicate a responsibility for whole school activities and some aspect of interface management. Four of the six also state that the academic middle manager has pastoral responsibility for pupils. This commonality between the various models suggests that a generic model based on these categories is grounded in the findings of previous research.

Models based on the 'characteristics' of management

A number of writers attempt to classify the duties and responsibilities of the head of department by first identifying the tasks, then looking at the characteristics and the relationships which are associated with them.

Bailey (1973, p53) proposed dividing the functions of the new heads of subject in comprehensive schools under four headings: staff control, pupil control, resources control and communication. Hall and Thomas (1977, p34) classified them under three headings: Academic, Representative, and Managerial. This latter category they described as the organisation, direction and control of personnel and materials. Bell (1992) suggests the same broad classification of the tasks and goes on to give examples of what might appear under each of the headings:

> Academic - matters relating to the subject, its position within the curriculum, its teaching including methodology and pupils' learning;
> Representative - to the school, parents and pupils from the subject and from school to subject/dept;
> Managerial - planning, organising, controlling and evaluating of all aspects of the work of the department including managing staff, resources and communication. (Bell, 1992, p34)

Morris & Dennison (1982, pp41 - 2) propose four categories to classify the responsibilities of the head of department: Professional, Organisational, School and Personal.

Adams' classification shown below has some tasks appearing in more than one category which most other writers who developed classifications or groupings do not.

- Academic - keep up to date with teaching methods; write schemes of work; look for cross-curricular developments; advise head about issues to do with subject;
- Administrative - look after resources; arrange assessments and external exams; write schemes of work; maintain the subject area; arrange departmental meetings;
- Managerial - deal with probationers and students; encourage professional development of staff; show leadership; use staff effectively and efficiently; evaluate staff; deal with disciplinary problems; attend curriculum meetings; arrange departmental meetings; liaise with other hods; promote the subject across the curriculum; keep head teacher aware of work of department; advise head about issues to do with subject; keep standards high; liaise with Special Needs; advise on appointment of new staff; create a stimulating atmosphere; take a role in school management;
- Educational - keep up to date with teaching methods; deal with probationers and students; write schemes of work; encourage professional development of staff; have a homework policy; evaluate staff; deal with disciplinary problems; look for cross-curricular developments; arrange departmental meetings; liaise with other hods; advise head about issues to do with subject; keep standards high; liaise with Special Needs; create a stimulating atmosphere. (Adams, 1991, pp91 - 2)

There are a number of similarities between all these models which are worthy of consideration and are shown in Table 2.4.

Hall & Thomas Bell	Bailey	Morris & Dennison	Adams
Academic	Pupil control	School	Academic
		Professional	Educational
Managerial	Resources control	Organisational	Administrative
	Staff control		Managerial
Representative	Communications		
		Personal	

Table 2.4: Comparison between the models of Bailey, Hall & Thomas, Bell, Morris & Dennison and Adams.

The categories of Managerial and Academic in the first column are shown as encompassing more than one category in the other models. Some of the tasks placed in 'Managerial' by Bell involve management of personnel as in Adams' 'Managerial'; others are more task orientated, not directly linked to the learning process and this is aligned to Morris & Dennison's 'Organisational' and Adams' 'Administrative'. In a similar way, both Adams and Morris & Dennison have split the personal aspects of the learning process from its organisational support which Bell shows within one area.

There is agreement in only two areas. All of the writers have a category which is associated directly with the learning process at a personal level and all of them have a category which is associated with the paperwork and administration of the department or unit.

Models based on 'fundamental' dimensions of management

Brydson (1983) proposes a structure for classifying heads of departments' tasks which has a diagrammatic form.

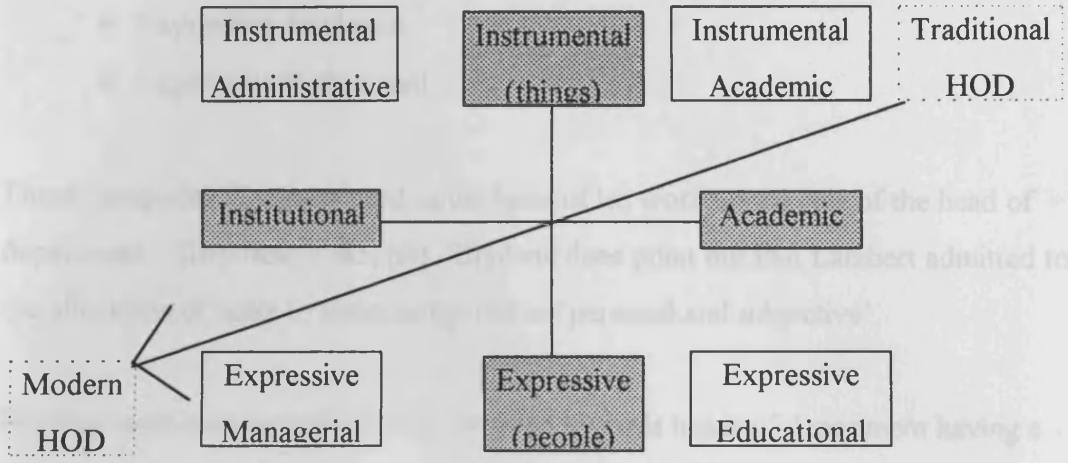

Fig 2.1: A simplified version of Brydson's diagram
(Brydson, 1983, p9).

The roots of the structure are in the research of Hall, Bloomer and Lambert. Lambert's (1972) work is based on that of Taylor (1964) on the role of the teacher training college principal and looks at the different reactions of heads and heads of departments to a list of tasks classified by Lambert as potentially the responsibility of a head of department.

Taylor explains that "the academic and the institutional functions can be regarded as the opposite ends of a task dimension". Taylor goes on to explain his cross classification of functions. Task-centred functions are "... all relatively bureaucratised procedures, subject to more or less formally stated and generally understood procedural rubrics ..." and are "... instrumental in character". "Other forms of work ... are more expressive in character - less subject to rational

calculation, involving a more flexible relationship between persons and groups ...". (Taylor, 1964, p193) Thus he proposes four quadrants:

- Instrumental Academic
- Instrumental Institutional
- Expressive Academic
- Expressive Institutional

These categories "Lambert used as the basis of his work on the role of the head of department." (Brydson, 1983, p8). Brydson does point out that Lambert admitted to the allocation of tasks to these categories as 'personal and subjective'.

Brydson expresses his opinion that the trend towards heads of department having a managerial function is inadequately catered for by this classification. He recognises that changes in education in the two decades between Taylor's work and his, could account for this and goes on to propose his own classification.

> "... the rational decisions concerning education theory and subject knowledge made prior to pupil contact ... remain aptly described by Taylor's Instrumental Academic. The office paperwork carried out by a head of department can effectively be termed Instrumental Administrative. ... the development of closer personal supervision of pupils by staff requires acknowledgement by the adoption of a description such as 'Expressive Educational'... In order to accommodate the head of department's new functions concerning management of people, namely departmental staff, Expressive Managerial is adopted as the fourth title." (Brydson, 1983, p8)

Brydson compares his classification with the work of Bloomer, Bailey, Lambert and Marland, and claims that "with only minor modifications" his classification represents "the collective view of the research literature." (Brydson, 1983, p10)

He goes on to outline how the categories relate to tasks completed by heads of department in school.

Instrumental Academic Functions

- Academic knowledge of education and the department's subject
- Aims and courses
- Teaching methodology

Instrumental Administrative Functions

- Departmental accommodation
- Decisions about resources
- Ordering and production
- Storage and use
- Departmental records

Expressive Managerial Functions

- Leading a departmental team
- Delegation
- Professional development of departmental staff
- Representing the department

Expressive Educational Functions

- Pupil diagnosis
- Learning milieu
- Discipline
- Pupil attainment
- Guidance for pupils and parents (Brydson, 1983, pp11 - 15)

A classification of tasks for the academic middle manager

The models or classifications offered by the various writers considered in this section are developed from different bases. The early models based on 'what' was being managed were summarised and showed good agreement with generic headings.

There was little agreement in the 'skills' models but the models based on 'characteristics' showed some similarity although the individual writers' models did not agree perfectly. Brydson's model is developed from a consideration of the fundamental dimensions of departmental management. It considers the relationship of the management of 'things' to that of 'people' and of the management of institutional aspects to that of the individual.

There is evidence that a classification divided into Academic, Administrative, Managerial and Educational where the model is based upon the fundamental constructs of being a continuum between people and things as one dimension and continuum between institutional and academic aspects as the other dimension has some grounding in theory. To aid the conceptualisation of the classification, a diagram like Brydson's is used and is shown in Fig 2.2.

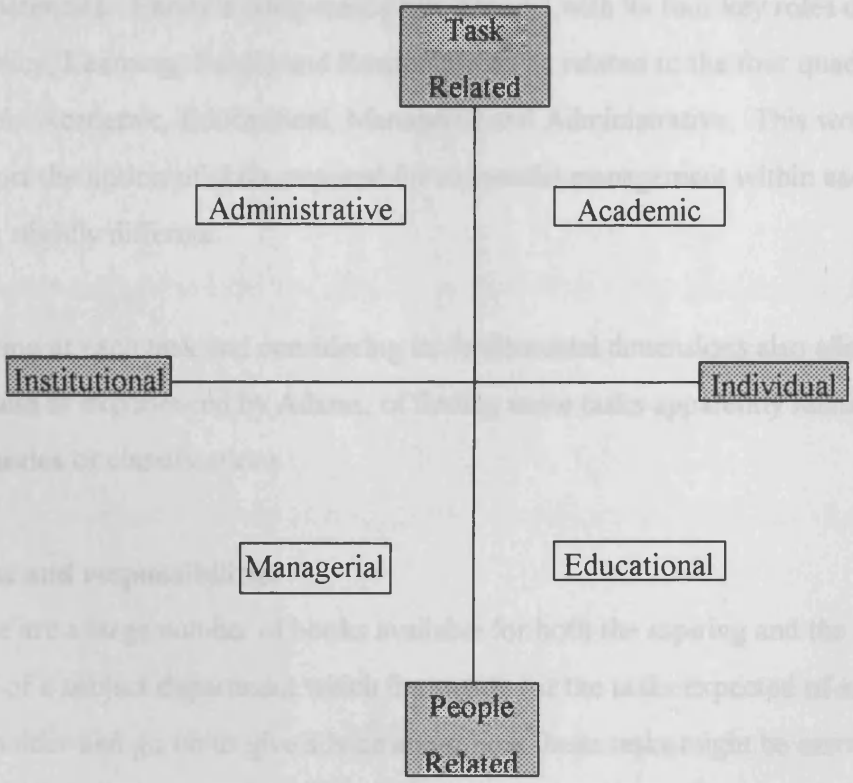

Fig 2.2: a diagrammatic representation of the classification of the tasks expected of an academic middle manager

The need for other dimensions in the classification to take account of Bell's 'Representative' category and Morgan's 'External Relations' is removed if the 'People Related' aspect is treated as all people pertinent and influential within the education system (eg parents) and the 'Institutional' aspect as those agencies that work with the school as part of the education establishment.

This highlights that a model based on a consideration of the fundamentals of the management situation can more readily adapt to changes within the education system. It can be applied to cross-curricular co-ordinators as well as to heads of subject departments as they have staff to manage and pupils' academic progress to monitor. They have syllabuses or schemes of work to prepare and routine administration such as orders to place and finances to apportion.

Each of the aspects is likely to need a subtly different range of skills and competencies. Earley's competence based model with its four key roles or functions of Policy, Learning, People and Resources can be related to the four quadrants of our model: Academic, Educational, Managerial and Administrative. This would seem to support the notion of skills required for successful management within each quadrant being slightly different.

Looking at each task and considering its fundamental dimensions also alleviates the problem as experienced by Adams, of finding some tasks apparently falling into two categories or classifications.

Tasks and responsibilities

There are a large number of books available for both the aspiring and the practising head of a subject department which frequently list the tasks expected of such a postholder and go on to give advice about how those tasks might be carried out. Some of the lists are gathered from experience and some are a summary from job descriptions.

Lambert (1972) sees a danger in bland acceptance of such lists in that:

"... definitions of role-functions seems to have developed from the field of established practice rather than from any conscious effort to think out role-definitions in relation to objectives." (Lambert, 1972, p69)

Tyldesley (1984) argues that "in many respects the functions of a head of department are defined by the job description issued by the headteacher" and then goes on to give his own list of twelve tasks or functions which he has derived from an amalgamation of a number of job descriptions. (Tyldesley, 1984, p253)

Bennett (1995) finds a clear culture in the language of job descriptions that heads of department are in charge of delivering what is laid down not developing what is to be done; they are to oversee and order teams rather than develop constructively or collaboratively and he finds little reference to leadership and development, with even less to motivating and encouraging staff. Their curricular duties consist of planning annual schemes of work for given curricula and their duties to assessment are also about control and direction; they do not appear to be influential on budgetary decisions but simply administer a given budget. (Bennett, 1995, p116 - 7)

This appears to differ from the opinions of the Office For Standards in Education (OFSTED) as they are expressed in reports on various school inspections which Glover (1994)quotes from:

" ... ensure that middle management shares responsibilities for making and implementing policies ..." (p1)

"... review senior management responsibilities with the aim of achieving more effective devolution of decision making, and more efficient line management." (p2)

Midgley (1980) found disagreement among both heads and heads of department about what the latter should be doing (Midgley, 1980, p34). Not only was the lack

of agreement on tasks, a problem, but so too was a perceived lack of time to complete them. He uses quotes from returned questionnaires to illustrate his point:

> "The problem is not the definition of a head of department's responsibilities but deciding on priorities among so many responsibilities."
>
> "My main concern is the impossibility of carrying out all the functions which I consider part of the head of department's role in school because of insufficient time."
>
> "There is often a great gap between what one does and what one should do ..." (Midgley, 1980, p36)

By looking at the various tasks that writers have considered to be the responsibility of the academic middle manager, a normative list can be developed based on the four areas of the classification shown in Figure 2.2.

Instrumental Areas

The instrumental areas in the classification are 'Administrative' and 'Academic'. They are both to do with the organisational paperwork, non-personnel aspects of the role. The 'Academic' tasks are those which are directly supportive of the learning of the pupils within the subject whilst the 'Administrative' tasks are concerned with the whole school aspects of the role, paperwork which, whilst required, is not directly related to the learning process.

ACADEMIC TASKS

Bullock (1988) found that the tasks which we have placed in this category (known by Lambert as Instrumental Academic) are generally accepted by both heads of department and heads despite the disagreement among and between them about the department head's role. (Bullock, 1988, p13) This finding is in agreement with Lambert (1972, p79).

Lambert identifies certain items as being in this area. These are :

> " the development and carrying out of school policy; the formulation of departmental policy and aims and objectives for the department: the preparation of the syllabus and its regular review; sole responsibility for the syllabus; and the annual review of the syllabus. In connection with curriculum development, the role-functions identified were the development of new curricula and teaching techniques; keeping abreast of contemporary developments; and the organisation of educational visits and visiting speakers." (Lambert, 1972, p79)

A number of writers agree with these (Tyldesley,1984, p253; Marland & Smith,1981, p1) as does Bennett (1995, p113) who has put tasks such as these in his 'Subject Related' area.

Bullock (1988, p18) notes that: "Three of the four main areas considered in the Government White paper 'Better Schools', relate to the head of department as curriculum leader" and this leads him to say that: "The role of innovator and manager of change would appear to be an integral part of a role definition of head of department." (Bullock, 1988, p29) In support of this, Earley and Fletcher-Campbell (1989) say that their examination of job descriptions of department heads showed a number that include responsibility for curriculum review, innovation and development. (Earley & Fletcher-Campbell, 1989, p128)

However it is not enough to just produce a policy, it is necessary to ensure that there is "... active monitoring of the implementation of departmental policies, as some inconsistencies were observed." (Glover, 1994, p7)

ADMINISTRATIVE TASKS

This area is similar to that called 'Instrumental Institutional' by Lambert who felt that "these role-functions paralleled the instrumental academic role-functions at the institutional level" and were concerned with:

> "... the choice and care of textbooks, apparatus and materials, stock and audio-visual aids; with the deployment of teaching staff and ancillaries. Among the sundry functions in this category were such matters as testing, timetable, safety, and records and reports." (Lambert, 1972, p110)

Whilst he found differences within both the heads of department group and the heads group as to what should appear in this area, there were no significant differences between the groups, a good example of role ambiguity (Lambert, 1972, p119).

Bullock did find that:

> "Their instrumental role was considered by most heads of department to be more important than their expressive role, because the routine day-to-day administration work, if ignored, would be quickly observed by other staff." (Bullock, 1988, p100)

This finding is supported by Adams (1991) who finds a conflict between administration (minor clerical tasks) and management, coupled with a feeling that administration must be done otherwise the department is seen to fail (Adams, 1991, p72). Donnelly (1990) echoes this and says:

> "One mistake which is commonly made is to think that management positions in schools are primarily to do with administration: they ought not to be." (Donnelly, 1990, p91)

Many writers include the same items as Lambert in their lists (Tydesley, 1984, p253; Marland & Smith, 1981, p1; Bennett, 1995, p113).

From Figure 2.2 it can be seen that, whereas the Academic area has an Individual component, the Administrative area has an Institutional component which highlights the need for department heads to contribute to whole-school policies and activities.

Marland & Smith (1981, p2) suggest that it is important for a head of department 'to assist in school leadership' whilst Bennett (1995) says that middle managers should be "... concerned with spreading the vision and delivering it in practice in the wide range of classroom and other activities ..." (Bennett, 1995, p19). Vision and its transmission to others, is only part of the role of leadership but it is clear that: "It is not enough [for the head of department] to be subject centred, it is necessary to be school centred" (Adams, 1991, p96). Bailey's idea (writing many years before Adams) was similar when he wrote: "It is helpful to think of the head of department as the department's representative in the school and the school's representative in the department ..." (Bailey, 1981, p111)

That it is necessary to have a view outside the department is echoed by Henry (1992, p1) when he says of the successful head of department that they must : "...develop strong links between the work of the department and the school and wider community."

Glover (1994) has many quotes from OFSTED reports that suggest this is an area of weakness within many schools and departments:

> "Management and planning within faculties is effective but there are weaknesses in the management of issues which affect the whole school." (p1)
>
> "... increase the understanding and involvement of all middle managers in the achievement of the school's long term aims and short term goals ..." (p2)
>
> "There is a need for some departments to be more clear about the school's corporate objectives ..." (p3)
>
> "Middle management are responsible for implementing many of the decisions taken by governors and SMT and yet it does not share a whole school view of the goals, leading to inconsistent practices." (p3)

Also, once again, monitoring of practice is indicated as a weakness:

> "... must ensure that its management structures and procedures for monitoring implementation of whole school policies are consistently effective." (p5)

Expressive Areas

There are two expressive areas within our model: Managerial and Educational, both of which could be considered to be 'managerial' as they are both 'people-centred'. The distinction in this case is between that which is about the monitoring and development of staff leading towards better fulfilment of the institutional aims as well as developing themselves as professionals (Managerial), and the monitoring of work, progress and development of pupils as individuals (Educational).

Lambert's (1972) allocation of task to areas is not compatible with our model because his expressive areas contain a much smaller element of overtly managerial tasks. Brydson (1983) noted that there was a need "... to accommodate the head of department's new functions concerning management of people" (Brydson, 1983, p8) which he felt Lambert's model to a large extent ignores.

The tasks which appear within Lambert's 'Expressive Managerial' and 'Expressive Academic' areas and which are appropriate within our 'Managerial' area are:

- functions which bring the head of department into contact with people in an institutional context;
- holding regular departmental meetings;
- the leadership functions such as setting a good example of teaching, inspiring and guiding the department;
- assisting young teachers, and the taking of responsibility for probationers;
- appointment of departmental staff;
- supervision of staff methods of teaching;

- sitting in at lessons of departmental staff (for the purpose of general supervision);
- responsibility for the work of the department;
- assessing the teaching competence of departmental staff.

Similarly, tasks within both Lambert's areas that would be appropriate within our 'Educational' area include:

- liaison with those responsible for careers work and careers advice;
- out of school activities and overseas journeys;
- parents' evenings;
- checking of progress through the syllabus;
- standardisation of methods of marking;
- direction of homework;
- dealing with the disciplinary problems of departmental staff. (Lambert, 1972, p90 & p120)

Bullock (1988) notes that whilst the instrumental or task-centred roles are considered straightforward, the problem areas "... experienced by heads of department in seeking to fulfil their roles were the expressive or person-centred roles." (Bullock, 1988, pp62 - 3) This point is supported by Dunham (1995), who finds that most teachers on middle management courses who admit to "... experiencing management difficulties appear to be concerned with 'people problems'...". (Dunham, 1995, p5)

Lambert (1972) observes that "anything that seemed to indicate the supervision or control of staff seemed to cause heads of departments some concern ..." (p108) and notes that there is evidence of both "role conflict, and role ambiguity". He proposes that that any assumption of consensus on the head of department's role within the expressive area is mistaken. (p109)

Likewise, Bullock finds the expressive areas causing heads of departments most concern, conflict and ambiguity, and heads expecting a greater part from their heads of department in "... controlling staff in their department". (Bullock, 1988, p13)

MANAGERIAL TASKS

Tyldesley (1984) does not explicitly include any items from this area in his list of tasks but does say that:

> "...[the head of department's] task is to weld a team of teachers together and ensure that a department works towards a set of agreed and clearly understood objectives." (Tyldesley, 1984, p254)

Marland & Smith (1981), within their list of ten tasks of the head of department, include six items which could be considered to fall within this area. Whilst many of them are similar to those of Lambert, such as monitoring teacher's work, there is an emphasis on assisting with professional development and once again, structuring a departmental team. (Marland & Smith, 1981, p2)

Bell (1992) agrees with the need ".. to lead and manage a team of professional colleagues ..." (Bell, 1992, p7) whilst for Donnelly (1990) "the main task of the head of department in the 1990's is to lead staff towards the realisation of a common vision ..." (Donnelly, 1990, p11)

Cockcroft, in his report about Mathematics teaching, supports the ideas of classroom observation, monitoring of books, assessments and marking as well as the need for guidance and support leading to professional development. (Cockcroft, 1982, p154)

Interestingly, despite heads' of departments unwillingness to monitor, Bullock reports that departmental members expect heads of department to:

- control teacher behaviour and professional practice within a department;
- support 'professional activities' in the classroom;

5. a head of a department or faculty which does not fit into any of the above categories.

The final category was intended to encompass middle managers with responsibility for small teams perhaps teaching a minority subject, possibly one which is not a formal part of the National Curriculum.

With the demands of the National Curriculum, GCSE and GCE in mind, only schools which encompassed Key Stages 3 and 4 as a minimum were included within the sample and, therefore, only 11-16 or 11-18 schools.

Because the case study schools were to be drawn from within the survey sample it was decided to sample the schools from three geographically convenient local education authority (LEA) areas within the East Midlands and East Anglia. The grant maintained schools within those areas were also included. So that there was a sufficient number of middle managers from each type of school within the LEAs chosen, and to allow for greater generalisability, all the schools within the three authorities which satisfied the criteria were included. Hence there was a 100 per cent sample of the defined population within this region.

Five individuals in each school were given the questionnaire but the actual choice of personnel was left to the head of the school. They were given tight guidelines in an accompanying letter (Appendix 1) and the head had only to give out labelled envelopes. The envelopes were sealed and contained a colour and numerically coded questionnaire along with a stamped and addressed envelope for its return. There was evidence that some heads opened each of the envelopes and some had all replies returned to them for return as one package. This clearly broke the confidentiality intended.

This method of delivery led to a number of problems. The numerical coding allowed a check to be made on the schools that had not returned all of the questionnaires and the colour coding allowed a check to be made on the category of middle manager

- motivate colleagues, ensuring that skills and talents of individual teachers are maximised for the common good of students and staff." (Bullock, 1988, p71)

The last part of this statement implies more than monitoring of the teaching and learning process. It indicates an involvement in what Chamberlain (1984) calls direct management of departmental staff by the head of department, which should "...generate job satisfaction, continuing enthusiasm, and all-round progressive development." (Chamberlain, 1984, p24)

This "... improvement of professional effectiveness and the management of departmental members" which progressive development entails, will, according to Bullock (1988) involve "... assessment, delegation, evaluation, innovation, team building and teacher appraisal." (Bullock, 1988, p19)

Fielding (1996) supports the idea of the middle manager having responsibility for their team's professional development because he feels that a teacher's career development should not be left to the head or deputy; an individual's immediate manager should know their plans and be helping to develop them. But Bishop & Nickson (1983, p53) warn that as "... the major responsibility for in-service training in schools will lie with [heads of department] ..." they will need training.

EDUCATIONAL TASKS

> "Effective classroom management is the key to effective student learning. ... As head of department you will be expected not only to ensure effective learning in your own classroom but to know what is going on in other classrooms where your subject is being taught." (Donnelly, 1990, p38)

Bullock (1988) notes that: "to monitor the progress of students taught by a colleague was thought to be an embarrassing activity ..." (Bullock, 1988, p66) and so was frequently avoided. However Vann (1996, p5), states that: "Middle

managers need to be able to talk to colleagues about what goes on in the classroom ..." (Vann, 1996, p5)

Glover has a very pertinent quote from an OFSTED report which supports the argument for monitoring of the pupils' classroom experience:

> "... adroit management has produced a situation where little is left to chance ... pupils receive their entitlement to a full range of learning experiences in the subject regardless of whose group they find themselves in." (Glover, 1994, p7)

Bloomer (1980) draws up a list of desirable characteristics for departmental leadership drawn from the outcomes of three sessions with a mix of teachers. Among his list of nineteen qualities is one that is pertinent to this area:

> "... take a due share of the responsibility for ensuring that pupil's abilities are properly diagnosed, that pupils are placed in appropriate courses and groups for teaching, that their progress is systematically monitored and that reports on their work are available." (Bloomer, 1980, p96)

The important point here is that although ensuring the completion of the task is the head of department's responsibility, the head of department does not have to do it all, some could be delegated. (Midgley, 1980, p36)

Normative list of tasks

Table 2.5 shows a normative list of tasks, drawing on the lists and statements proposed by the various writers, and divided into the areas of the classification.

Academic	Administrative	Managerial	Educational
	manage finances allocated;	take a major part in appointment of new staff;	teach the subject;
	ensure maintenance of teaching areas;	lead & motivate a team of teachers;	liaise with parents;
provide a structured syllabus for all age & ability groups;	liaise with outside agencies;	liaise between senior management & assistant teachers;	liaison with feeder schools;
participate in development planning at a dept. & school level;	maintain staff records & write references for dept. staff;	accept line management responsibility to a member of senior management;	carry out any cross-curricular responsibilities;
decide on the external exam syllabuses & options within the syllabus to be taught by the dept. & carry out necessary admin.;		hold regular, full meetings of the dept. together with informal meetings and sub-meetings as occasion demands;	supervise the preparation & recording of all internal assessments including monitoring of books & marking;
liaise with other heads of dept. & implement integrated courses if appropriate;		monitor the progress of students on teaching practice and contribute to (ITT);	
		help to ensure good general working conditions for staff;	
manage books & resources so that appropriate materials are available when required;	prepare requisitions, check the arrival & inventory of new books and materials, keep the necessary stock books and perform the annual stock-taking & checking;	direct or co-ordinate the work of teachers in the dept., monitor their work eg through classroom obs & accept responsibility for the control of their behaviour & professional practice within the dept.;	
ensure ongoing curriculum review, innovation & development, & lead dept. curriculum planning;	assess the financial needs of the dept., present the case at the beg. of each financial year and make known any current adjustment of need.	promote & plan the professional development of all dept. staff, especially probationary teachers as well as providing guidance & support;	oversee the management of pupils ie monitoring progress by systematic record-keeping, disciplining, encouraging & reporting.
advise senior management on matters relating to the subject & its place in the curriculum;		plan deployment of staff to take account of individual strengths & weaknesses, skills & talents, career development as well as school needs;	
maintain knowledge of the changing nature of the subject, & stay abreast of specialist content & method.		assist in school leadership, contribute to whole-school decision making including whole school curriculum planning & implementation of whole-school policies.	

Table 2.5: A normative list of tasks from the lists and statements proposed by various writers shown divided into the areas of the classification.

The number of items in each column of the table is not necessarily representative of the balance of tasks required. 'Teaching the subject' is only one line within one column and yet is likely to account for up to 75 per cent of the middle manager's time in school. There is also no indication of priority intended by the order of presentation in the table.

Tasks pertaining to the 'whole school' as opposed to the narrower departmental view, infiltrate each of the columns although the extent might vary from school to school. For example within the 'Academic' column 'participate in development planning at a departmental and school level' has a clear 'whole school' dimension but in the 'Administrative' column there are a number of tasks that might involve a whole school perspective depending on the school. Each head of department might have a different outside agency to liaise with, for example.

Within each area there are also tasks which require liaison with either departmental or other staff within the school or people external to the school. The existence of such tasks highlights the very interpersonal nature of the middle manager's role. The 'Educational' column contains 'liaison with parents' whilst the 'Academic' column contains 'liaison with other heads of department'. Within the 'Administrative' column, the requirement to 'maintain staff records and prepare references' could not be satisfactorily completed without consultation with the staff concerned.

This normative list of tasks will be used to devise part of the questionnaire for the author's survey. The middle managers will be asked if they consider the items to be part of their role and also whether they perceive them to be expected by both their senior management and team members.

Main Management Responsibilities

This section will examine some of the tasks, skills and responsibilities outlined in the last section, in rather more detail. There are many varied tasks expected of the academic middle manager and in almost all cases, these responsibilities are in fact

only a part-time occupation for the middle manager whose main responsibility remains teaching.

The skill of leadership is discussed first followed by the broad area of staff management which will encompass working with teams, delegation, staff and professional development, monitoring and supporting and appraisal. Because of its close links with monitoring, the next area to be considered will be learning and curriculum management. This will be followed by the areas of resource management, external relations and development planning.

Leadership

The Annual Report of Her Majesty's Chief Inspector of Schools (OFSTED,1997, p26) comments that the quality of the leadership role of middle managers was found to be variable. Marland (1971) describes leading a department in a large secondary school as "... the art of the impossible" (Marland, 1971, p6) whilst Bullock (1988) states that "... the concept of leadership, like that of department is a dynamic concept and should not be thought of in a stereotyped or static way." (Bullock, 1988, p18)

Bryman (1992) notes that "... leaders are perceived as individuals who influence the behaviour of others ..." (Bryman, 1992, p1) which West & Ainscow (1991) support with their definition of leadership as "... the process of influencing group behaviour towards a common goal." (West & Ainscow, 1991, p29)

Howard (1988) does suggest caution as "... we must avoid the mistake of confusing sheer routine activity with productivity and creativity required for effective leadership" (Howard, 1988, p66), a point supported by Morris & Murgatroyd (1986).

Humble & Jackson (1994), discussing the role of middle managers in industry, comment that:

> "Middle managers must take the values statements, typically expressed in general statements, and translate them into operating policies, procedures and decision-support guides. Through their actions, values will be translated into daily behaviours in every part of the organisation." (Humble & Jackson, 1994, p18)

Armstrong et al also link the middle manager to the wider institution.

> "Competent leadership as a middle manager is obviously of crucial importance to the success of an institution. How you are perceived as a leader will affect the attitude and performance of those both above and below you; no leader works in isolation." (Armstrong et al, 1993b, p20)

Brown & Rutherford comment that:

> "... educational leaders must learn to lead, not from the top of the traditional pyramid of authority in schools, but from the centre of a web of inter personal relationships ... with people rather than through them." (Brown & Rutherford, 1996, p3)

They also state that this leadership "... must be grounded in their professional expertise rather than their line authority" and that leadership must "... be based more on shared purpose and co-operation, upon modelling and clarifying values and beliefs, than upon telling people what to do." (Brown & Rutherford, 1996, p3) This normative view of leadership is further supported by Bryman (1992) when he says that: "... leadership is extolled which exhibits vision, empowers others, inspires, challenges the status quo, and adopts a proactive stance." (Bryman, 1992, p113)

Bell's (1992) definition of satisfactory leadership style recognises West & Ainscow's (1991) point that leadership is about achieving goals; there is a 'job of work' to do as well as developing all the members of the team. He states that leadership style:

"... is a product of the interaction between a number of factors. Concern for defining and achieving tasks, concern for the interpersonal relationships within the group, choices about appropriate methods of involving colleagues in the work of the group ..." (Bell, 1992, p40)

Also bearing in mind the 'job of work', the Mathematical Association give a definition of leadership style.

"... the most effective managers are usually those who establish a style which engenders a spirit of co-operation, involvement and respect tinged with the knowledge that even middle managers have to take difficult decisions on occasions." (Mathematical Association, 1988, p61)

The need for decisiveness is further highlighted by West & Ainscow (1991):

"Much of the research into leadership suggests that there are issues which are simply not amenable to group decision-making. Either the decision should be 'announced' by the leader or delegated to the person with the most appropriate knowledge, experience and interest. Trying to get a work group to feel 'involved' or to participate can be counter-productive in such circumstances." (West & Ainscow, 1991, p31)

However, the Mathematical Association (1988) warns:

"Problems of communication are not always to do with information not being circulated, but have to do with whether people feel they have been consulted and involved in the decision making processes." (Mathematical Association, 1988, p62)

For this to be the case there must be time made available for participation and genuine consultation with the opportunity to effect the outcome. The desire to participate is related to the subordinate's interest and expertise on a particular issue

(Levacic, 1995, pp79 - 80) so lack of interest in one area should not be interpreted as a lack of willingness to participate in all decision-making.

The Association includes a number of points to show how their vision could be put into action. They propose that the middle manager needs to:

1. be willing to listen to colleagues' concerns about their work;
2. consult staff in an effort to understand and to question why things are as they are;
3. provide practical support for individual colleagues when they need it (eg arrange for replacement or repair of the 'impossible' blackboard with which they have struggled for years);
4. show a willingness to take decisions (eg in contacting the parents of an under-achieving pupil, supporting a colleague's application for an in-service secondment);
5. expect professionalism from colleagues (eg in exercising responsibility which has been delegated). (Mathematical Association, 1988, p19)

It is clear that Cockroft's comments about the need for leadership in the Mathematics department in 1982 are pertinent to other departments or areas in the school.

> "Unless [the head of department] provides positive and sustained leadership and direction for the mathematics department it will not operate as effectively as it might do and the pupils will be correspondingly disadvantaged." (Cockroft, 1982, 507)

Earley supports this when he says:

> "...that explanations of school success, at least as measured in terms of pupil attainment, ... had to take account of management and leadership at the department level." (Earley, 1998, p159)

Because of the reliance on the leadership of mathematics co-ordinators or heads of department to ensure effective school-based support, Cockcroft comments that "it is essential that they themselves should receive support and training." (Cockrcroft, 1982, p219)

However, Bloomer notes that:

> "Training for the work of management in schools and colleges is comparatively rare and people are promoted on the strength of their expertise in one kind of work (teaching) to posts involving another kind of work (management)." (Bloomer, 1980, p83)

Whilst Bloomer's work was some time ago, the lack of appropriate training in management for middle managers is still a current issue. There is much more training available now, through Master's degrees, for example, but even so in 1995, the Teacher Training Agency (TTA) chief executive selected the training of middle managers in secondary schools as one of seven priorities. (Millett, 1995, p2)

The need for middle managers to receive training is supported by a number of writers (Howson & Woolnough, 1982; Waters, 1986; Turner & Clift, 1988) and Waters especially pointed out the need for training prior to taking up a middle management post either before application or after appointment in preparation for the new role.

Management of Staff

Having established that 'leadership' is an important characteristic of the academic middle managers' role, it becomes important to understand the inter-play of leadership with management. Hales explains it in simple terms:

> "Since management is, inter-alia, the management of other people, so a critical, if not defining, management task is that of influencing or modifying the behaviour of others." (Hales, 1993, p17)

Trethowan (1987, p7) indicates a purpose for the modifying and influencing of behaviour when he says "... management is working with and through others to achieve organisational goals ..."

However, despite this agreement about the importance of staff management, Midgley (1980, p38), in his research, found heads of department reluctant "to accept any situation which requires them to exercise authority over members of their department."

Despite the existence of such opinions, Bell (1992, p141) believes that the management of staff is "... an important part of the secondary school team leader's role". This stance is supported by Meredith (1994, p15) who also highlights the duality of the role of head of department in being a senior professional within a subject specialism as well as a facilitating manager who develops the work of team members. Gold (1998) describes the role of the head of department as "pivotal" and goes on to say that it:

> "... combines subject expertise with an ability to bring out that knowledge in other people. ... they may not be the most knowledgeable people in their subject, but they may well be the most knowledgeable people about how to teach it and how to ensure that it is well taught." (Gold, 1998, pxiii)

Team building is recognised as an important skill (Donnelly,1994, p16; Kemp & Nathan, 1995, p135), and one in which middle managers need training (Wheatley, 1992). Alongside the need to actually build the teams, Henry (1992, p1) says the head of department should lead their team of teachers "towards common goals which direct the work of the department", a point supported by Kemp & Nathan (1995, p3)

Working With Teams

The fact that teams need to be built or developed has already been considered but it is not a straightforward single stage process. It is said that teams go through four stages of development which can be defined as:

Forming - identification of task, clarification of relationships

Storming - debate over procedures and outcomes

Norming - establishment and consolidation of working principles and interpersonal processes

Performing - effective completion of task and enhancement of personal relationships.

(Tuckman, 1965, p396)

Not all teams progress smoothly from one stage to another; their progress depends on many factors including the experience of the team members, their personalities and their preferred role within the team. Successful teams have eight essential roles within them and factors such as personality, training and experience effect the roles that team members prefer to assume (Dunham, 1995, p54). The blend of personalities is an important factor in the success of the team. They also need "shared perceptions, a common purpose, agreed procedures, commitment, co-operation" or, at the very least, clearly defined aims and objectives. (Bell, 1992, p45; Armstrong et al, 1993b, p13).

Whilst Armstrong et al (1993b, p13) see the leader as having a role in 'getting the best out of the group' others (Henry, 1992, p2; West-Burnham, 1992) see leadership of teams as being dispersed with the shared sense of purpose leading to each individual being responsible for their own contribution and the development of situational leadership.

The departmental team does not exist alone, it has a role within whole school management (Coleman & Bush, 1994, p282) and participation within the wider arena contributes to the stability of the team (Bell, 1992, p166). However, Dunham (1995, p46) is of the opinion that "successful team building depends upon a whole school policy to promote teamwork."

Dunham also expresses concern that the not insignificant demands placed on the middle manager acting as team leader may not be recognised by less experienced colleagues (Dunham, 1995, p2) and that there was the need to be clear about the task, its deadlines, the available support and the whole to be continually monitored through planned meetings (Dunham, 1995, p70).

> "Meetings are important as one of the most significant performance indicators of a team's development and effectiveness. They are equally, if not more, important as opportunities to enhance effective and satisfying teamwork. This happens as members share a growing fund of knowledge, experience, feelings and skills in decision making and problem solving. ... Meetings also encourage teamwork by strengthening commitment to the team's objectives, policies, decisions and actions. ... Meetings can achieve the benefits of successful and supportive teamwork by good planning, clearly presented objectives, good organisation of the interaction between members, well formulated decisions and actions, and follow-up procedures to check the effectiveness of decisions." ." (Dunham, 1995, p56)

According to Henry (1992, p6), the role of the head of department in team management activities is to develop focus and strategies that actualise the potential of the staff. For this to happen it is necessary for team leaders to 'know' their team, be able to draw on strengths whilst reducing limitations and marginalising negative attitudes by analysing the strengths and weaknesses within the team (Bell, 1992, p47; Armstrong et al, 1993b, p17). Donnelly (1990, p91) suggests that for this to happen "... you must make a conscious decision to allot a proportion of your time to talk to your staff and listen to what they have to say."

There are differing opinions about how the team leader should cope with the increasing emphasis on change. Bell (1992, p141) says that they must create a "stable environment within which all members of the team can work" and the team leader should minimise resistance, conflict and hostility generated by the change. (Bell, 1992, p150) On the other hand, Brookes (1987, p126) states that there is a

need for participative structures and teams with fluid membership so that the abilities of all the staff may be drawn on.

Howard & West (1991) offer a fairly extensive list that describes what they believe 'involving the team' actually means:

- improving the distribution of work
- solving problems with team members
- collecting information from everyone in team
- disseminating information to everyone in team
- co-ordinating activities
- improving management control
- modifying existing goals as appropriate
- setting new goals as necessary
- reviewing work with individual team members. (Howard & West, 1991, p17)

Following their advice would move some way towards achieving Midwood & Hillier's (1987) assertion that a department head should constantly ask themselves the question:

> "How can one create conditions that will mobilise the efforts of the teachers towards achieving the objectives of the school and the department, and at the same time make their participation sufficiently meaningful and rewarding that they will want to do the work and receive personal satisfaction from their efforts." (Midwood & Hillier, 1987, p15)

Delegation

Building on the work of teams which involves collaboration as well as co-operation, Bullock (1988) states that:

> "It is assumed that an integral part of the act of collaboration is an agreed division of labour amongst departmental members, and this will come about through the practice of delegation." (Bullock, 1988, p26)

There are a number of barriers to the effective use of delegation. Attempts to delegate by managers are often perceived as signs of weakness, laziness or incompetence. Sometimes it is believed that delegating "means off-loading jobs which managers want to relinquish" which is perceived by some staff as "load shedding." (Dunham, 1995, p70) This idea is reinforced when frequently heads of department request tasks to be done as a 'favour' rather than a legitimate professional delegated task (Bullock, 1988, p65). The HMI (Wales) (1991, p8) found that in general only administrative tasks were delegated.

Contrary to this, Bell (1992, p81) feels that "delegation is, in a very real sense, a part of staff development" but whilst Norris (1989) found agreement that delegation can be used in this way, he also found that frequently staff development was not the motive for delegation of tasks.

> "Although heads of department agreed that delegation was a suitable vehicle for in-service training they had not consciously handed over tasks to departmental colleagues with that in mind." (Norris, 1989, p206)

Adey (1988) found that delegation was viewed as a sign of a good head of department, particularly when it was used as professional development of the staff involved, although he also found some heads of department who were reluctant to delegate (Adey, 1988, p337). Harris et al (1995, p288), in their study of effective departments, found that many of them had large amounts of delegation with most team members being allocated some responsibility.

According to Armstrong et al (1993b, p33), effective delegation "relies on good communication and must be seen as a staged process"

> "Once a job has been delegated, that is not the end of the middle manager's involvement. The role should then evolve into that of facilitator giving information, advice and ongoing support." (p35)

Wood (1993, p22) notes that "anyone can allocate jobs but delegation is far more than this: it is about investing authority in others and giving them the power to make decisions."

Much of the power comes from the information they are supplied with and Bennett notes that:

> "Middle managers perform a pivotal role in obtaining information, filtering it, creating priorities from it and ensuring that it is passed on to the proper destination. (Bennett, 1995, p29)

If delegation is to be a "positive process responding to the needs of professional development and giving people the opportunity to extend their knowledge and sphere of work" then the middle manager needs "to be aware of how the members of the team see their careers progressing and what their strengths and interests are." Only with this knowledge can the middle manager "delegate constructively and positively" (Armstrong et al, 1993b, p33).

However, whilst "there is room for considerable delegation of responsibility in some areas of work ..." which allows "... the head of department more time to concentrate on staff support and development" (Straker, 1984, p227), the actual managing of people "...is a crucial role which cannot be delegated ...". (Donnelly, 1995, p32)

<u>Staff and Professional Development</u>

> "... The moment a teacher becomes a head of department he [*sic*] has entered into the in-service training business." (Marland & Smith, 1981, p45)

Earley & Fletcher-Campbell (1989) found that the organisation of staff development was seen by senior management teams as the 'hallmark' of a successful department but they also found that heads of department did not see staff development as part of their role or they were not happy to do it because of lack of training (Earley & Fletcher-Campbell, 1989, p105). Bullock (1988, p117) detected an attitude which "prevailed amongst departmental heads that staff development of colleagues was not part of their work, ..."

Eales (1991), during his research into the role of heads of mathematics departments, found that:

> "The head of mathematics distinguished between being responsible for the mathematics education in that institution and being responsible for the pupils and teachers themselves. They accepted responsibility for the mathematics but not for the people." (Eales, 1991, p230)

However, according to Edwards & Bennett (1985), "one of the prime functions of the head of department should be a concern for the professional development of his colleagues ..." (Edwards & Bennett, 1985, pA13) This is important because "... staff are the most important resource in the school, the most significant variable in the quality of the learning environment." (Donnelly, 1990, p111)

He continues by saying:

> "The best form of staff development arises when the individual takes on the responsibility for his own development, ... The function of management is to create conditions in which people can grow and can function effectively." (Donnelly, 1990, p111)

Midwood & Hillier (1987) adopt a similar stance in stating that it is the responsibility of the head of department to motivate teachers, to improve teacher effectiveness and bring about "... real growth and change through developmental supervision"

(Midwood & Hillier, 1987, p6). Dunham (1995, p37) defines motivation as "... the will to make effective effort" which is important when considering Donnelly's (1990, p114) point that department members who have decided to remain in the classroom have the right to expect to "...receive the challenges and the training which will keep them enthusiastic, fresh and motivated."

According to Hewton (1988), In-Service Education and Training (INSET) as a term is often used interchangeably with staff development. INSET he says, could be said to be for teachers, staff development is for the organisation through its individuals and goes on to say:

> "A staff development programme is a planned process of development which enhances the quality of pupil learning by identifying, clarifying and meeting the individual needs of the staff within the context of the institution as a whole." (Hewton, 1988, p89)

The need to view staff development from a whole school perspective is supported by an OFSTED report quoted by Glover:

> "... ensure that staff professional development is planned and managed in a coherent and consistent way in order to meet the development needs of the whole school." (Glover, 1994, p1)

Eales (1991, p124) talks of the 'cascade' model of INSET being "... specifically designed to facilitate the introduction of externally imposed change; ..." and not being "... primarily concerned with the development of the participants...".

Glover (1994) shows that the term INSET is often used in a more generic way. A quote from an OFSTED report states that in-service training was "organised to take account of departmental and individual development needs" (p7) whilst in another report he notes that the school needed "improved plans for INSET linking the needs of the individual, the department and the school." (p5)

Bell (1992) suggests that the academic team leader has three important roles to play in staff development:

- "as the exemplar of good practice, appropriate attitudes, acceptable behaviour and commitment to her pupils and staff;
- as initiator of many of the individual programmes of staff development and in-service training;
- as the facilitator who makes staff development happen for team members." (Bell, 1992, p141)

These are in line with Cockcroft's much earlier report on the teaching of Mathematics in schools in which he states:

> "Effectiveness or otherwise of school-based support and of the professional development of teachers to which it should contribute depends on the ability of the ... head of department to provide the necessary leadership and example." (Cockcroft, 1982, p218)

The Mathematical Association (1988, p55), when discussing professional development, agrees with Bell that the head of department must fulfil a role of identifying need and facilitating the activity. This is a proactive rather than a reactive stance supported by Wood (1993, p20) who claims that "promoting the professional development of your colleagues should be high on your list of priorities."

However, Glover (1994, p5) points out that it is not enough to initiate professional development. He draws on reports from OFSTED to highlight the need for ongoing evaluation to ensure quality and appropriateness.

Supporting, Monitoring and Appraisal

> "Research and experience both indicate that they [adults in professional roles] learn through experience, through reflecting on that experience and through receiving constructive criticism about their performance." (McMahon & Bolam, 1987, p2)

This viewpoint is very important to the notion of the need for classroom observation and evaluation. Teachers need help to reflect on their performance, preferably from someone they can both trust and respect as a competent teacher of that subject.

> "If some colleagues are not currently working with the intended breadth of approach then it is fundamental that we should try to help them do so on the basis of conviction rather than by coercion or through a sense of guilt." (Mathematical Association, 1988, p17)

For Ribbins (1986, p115) "the key issue seems to be the extent to which heads of department should be responsible for monitoring the work of their departmental staff." He had earlier written of "... the importance of control, supervision and the monitoring of the work of departmental staff as a key, even the key function of the middle manager ...". (Ribbins, 1985, p361)

Stokes (1981, p65) goes so far as to say that "the recognition of the need to monitor the work of the teachers and of course the ability to implement skilfully a monitoring programme" is one of factors that good leadership depends on.

Donnelly says of the head of department's role with respect to staff management:

> "... while not holding the ultimate responsibility for all parts of the management of staff in his [*sic*] department, will be expected to support and encourage staff teaching the subject." (Donnelly, 1990, p11)

Before the ERA it had been noted by various researchers that there is a reluctance on the part of department heads and subject team leaders to accept the staff management dimension of the role. Earley and Fletcher-Campbell's (1989, p221) findings support Straker's (1984), in that they believe many department heads would not use allocated extra non-teaching time for classroom observation. Lambert (1975, p36) found that although almost half of department heads accepted their responsibility for supervising the teaching methods of staff, they were not willing to 'sit in' on lessons taught.

Both Straker and Torrington & Weightman noted similar findings.

> "... 75 per cent of the heads of department surveyed felt that their performance was unsatisfactory when it came to observing lessons." (Straker, 1984, p226)

> "Even where they felt they had a right or a duty to do it, there was a feeling that such obvious flexing of status muscles as observing colleagues teach and inspecting mark books and exercise books might well undermine good departmental relationships and other aspects of team building ..." (Torrington & Weightman (1989, pp168 - 9)

Adey (1988, pp338 - 41) states that the monitoring role was not being done and also notes a fear of a loss of autonomy and potential damage to personal relationships if something was observed that needed action. Bennett found that "... some teachers and heads of department [stated] that on principle they would never go into another teacher's class ..." (Bennett, 1991, p179)

However, Squire expresses an opinion that challenges those who would avoid the monitoring role:

> "As to the sacredness of teachers' classroom privacy, this cannot be seriously defended. Their work takes place always before an audience of pupils who sit in continuous judgement on their efforts. How can they uniquely deny the

right of senior colleagues, representing their employer and paymaster to judge their efficiency in their appointed work." (Squire, 1987, p12)

Dixon (1987, p240) feels that "... heads of department should be encouraged to spend a substantial part of non-teaching time visiting and encouraging colleagues" and Donnelly suggests that heads of department should:

> "Establish the expectation that yourself and your departmental colleagues will visit each other's classrooms. It will involve classes being left for a few minutes but this is perfectly reasonable with most classes at most times." (Donnelly, 1990, p39)

Marland & Smith (1981, p65) state that "... many heads of department balk at the task of monitoring the effectiveness of their colleagues" and more recently Norris noted that:

> "The majority of those interviewed stated that, although they believed that colleagues' lessons should be observed, they did not know how to set about doing it on a formal basis without causing conflict." (Norris, 1989, p282)

This lack of confidence in their ability to sustain good working relationships whilst adequately monitoring the teaching and learning is perhaps why "... heads of department placed the monitoring of teaching performance thirteenth in order of importance of a list of fifteen functions." (Norris, 1989, p49)

However, Gold (1998) points out that although:

> "Some teachers believe that the only way a Head of Department can really know how the other members of the team teach is by entering their classroom. There are several other indicators and a perceptive team leader pays attention to all possible indicators in order to know that good work is going on. These may include:

- discussions about teaching methods;
- sharing materials;
- looking over lesson plans;
- reviewing attainment targets;
- collaborative planning sessions;
- and team teaching." (Gold, 1998, p100)

Although Adey (1988, pp339 - 40) found a lot of vagueness in job descriptions about how monitoring of teaching should take place, Edwards & Bennett suggest that if a head of department did not offer guidance to his colleagues they would be negating the whole concept of their role.

> " ... a basic guiding principle for the manager at any level is to create a structured framework within which individuals can give most freely of their particular talents." (Edwards & Bennett, 1985, pB1)

This opinion is supported by Leask and Terrell (1997, p138) when they say that "the overall aim of monitoring and evaluating practice within the department must be that of empowering the individual teacher to 'do the job better' ..."

The imposition of the ERA began to change expectations about the acceptability of monitoring classroom performance. The scheme of appraisal introduced within most schools included an element of classroom observation by the appraiser who was usually the appraisee's line manager. However this observation was for a particular purpose usually agreed in advance and was frequently of a pre-arranged lesson of the appraisee's choice. So whilst classroom observation is more readily accepted as part of the appraisal process, it occurs within parameters of the subordinate's choosing and is not a continual process.

Glover (1994) quotes from OFSTED reports which support both this view and the earlier findings of researchers. One commented that there was "... little monitoring

of marking ..." whilst another felt the school "... would benefit from more formal systems for classroom monitoring ...". Another recommended that the school should:

> "Ensure that middle and senior managers use systematic processes to monitor and evaluate the quality of the school's work and the implementation of development plans." (Glover, 1994, p5)

Bennett (1995, p147) notes a tendency for heads of department to introduce monitoring under the disguise of an external initiative.

> "... some Heads of Department exploited GCSE coursework moderation to increase their monitoring of their departments."

There are very obvious links between monitoring and appraisal. Through the introduction of statutory teacher appraisal, classroom observation has achieved a higher level of acceptance, monitoring has become compulsory. However, this monitoring takes place less often than earlier quoted writers would suggest is necessary for adequate monitoring of teacher performance. The official appraisal observation provides a small snapshot of the teacher's performance rather than an ongoing review.

In 1985 the DES expressed the opinion that heads of department should play a role in teacher appraisal which they felt should be part of professional development (DES, 1985b). Wood (1993, p21) expresses the opinion that a review of professional development "... should complement the appraisal process but be distinct from it."

Dunham (1995) provides a useful distinction between appraisal and staff development.

> "Performance appraisal is concerned with setting achievable goals and giving feedback to staff on their work performance which identifies their training

> needs and encourages better performance, so that the objectives of the organisation can be achieved. Staff development reviews are concerned with the identification of teachers' professional development needs and the training opportunities to satisfy these needs, so that teachers can improve their performance in present and future work roles." (Dunham, 1995, p94)

King (1986, p15) feels that the idea of superiors and subordinates does not fit easily in a profession so there is a need for appraisal to be one part of school improvement. Appraisal should be in terms of sharing experience and improving self knowledge which is in line with Donnelly (1990, p119) who says:

> "Appraisal must involve both the appraiser and the appraisee in describing performance, in making some judgement on its effectiveness, in deciding some positive steps towards improvement and in identifying training needs."

Cooper & West-Burnham (1988, p139) feel that the "... appraisal interview can thus serve to clarify the role of the middle manager and enhance relationships within the team." This is because the appraisal should include all aspects of the appraisees job including those tasks not directly linked to teaching and evidence should be sort from superiors, subordinates and pupils. (Wragg, 1987)

Learning and Curriculum Management

> "Those responsible for shaping the curriculum need to remember that their best laid-plans are vulnerable to the non-conformity of individual practice ... teachers who strongly dissent from existing national or school or departmental policy will retain the professional's scope to do things in their own way. The classroom is a private place not easily invaded by opposing forces. As must always be the case in human affairs, even strongly coercive legislation has its limits." (Becher, 1989, pp60 - 1)

For this reason it is important that the department head or subject team leader should carefully monitor not only the teaching but the learning experienced by pupils whilst

in their areas. As Donnelly (1990, p11) says: "Increasingly, it is being recognised that the role of 'middle' management is crucial to student progress."

Earley & Fletcher-Campbell (1989, p157) found from examining job descriptions that evaluation and review were clearly indicated as the head of department's responsibility. They also found that whilst curriculum development was ongoing, it was rare for curriculum review to be systematic; there was an assumption that everything was satisfactory unless they were told otherwise.

Earley & Fletcher-Campbell's findings are supported by comments in more recent OFSTED reports. One report comments that "... [there was] no system for monitoring work or evaluating effectiveness of the curriculum ..." (Glover, 1994, p3). Another suggested that the school needed to "... develop a whole school curriculum policy which clearly makes all the corporate expectations of departments, and then monitor its implementation." (Glover, 1994, p4)

The Mathematical Association, in offering guidance to new heads of Mathematics departments, suggests that:

> "The written guidance provided for the teaching programme in a department should attempt to indicate not only **what** is intended to be achieved by each group of pupils but also **how** it is to be achieved. (Mathematical Association, 1988, p19)

Lack of such clear written guidance is likely to lead to a situation within a department, where "... in assessment reporting and recording, each teacher appears to have an individual system ..." (Glover, 1994, p3) or where "the records of pupils' attainment are detailed and well kept, although the department should seek to record attainment from a wider range of evidence." (Glover, 1994, p7)

Thus the middle manager has to ensure that the intended curriculum is actually delivered rather than remaining a collection of ideals on paper. This means that not

only must teacher delivery be monitored but the receipt of the curriculum by the pupils must be checked. The pupils' learning is the responsibility of the middle manager whilst in their teaching area but the delivery of that care has been devolved to the classroom teacher.

Resource Management

> "Resource management in schools ... can be broadly characterised as the mobilisation of financial resources which are used to purchase real resources which must then be deployed and utilised through time to provide a variety of educational programmes for pupils." (Simkins & Lancaster, 1990, p8)

The linking of money or finance to school aims and therefore to purchasing decisions is important.

> "The rational approach to resource management requires that the budget should be an explicit financial expression of the school's plans with respect to its curricular and extra-curricular activities and that these activities should be selected in order to further the school's aims." (Open University, 1990, p27)

Simkins (1990) does note that:

> "The rational perspective on resource management is based on the assumption that organisations exist to fulfil certain corporate objectives. Resources are the means through which progress is made towards achieving these objectives ..." (Simkins, 1990, p34)

Levacic's solution to the debate on "whether the rational model of decision making is far too idealized to be of any use in practice", is to suggest that its definition should be "somewhat fuzzy". The result of this 'fuzziness' is that "not all the possible relevant information has to be considered ..." although there should be "... some consideration of alternative courses of action in terms of their likely impact ..."

Likewise there should be "... a ranking of some alternative courses of action in relation to their likely contribution to ... prioritised objectives." (Levacic 1995, pp62 - 3)

This contrasts with the political perspective which "... assumes that subgroups within the organisation have their own sets of values and interests which can be furthered through the allocation and control of resources." This can lead to middle managers in schools attempting "... to protect and enhance their departmental interests through 'padding' budget estimates, using professional knowledge selectively, or mobilizing outside support ..." (Simkins, 1990, p35) The political approach to resource management does reduce thinking from the wider perspective of the whole school to the smaller sub-units.

Because "... resource management can have profound facilitating or constraining effects on the teaching and learning possibilities in schools" (Simkins & Lancaster, 1990, p5), it is important that those concerned in the process understand the mechanisms and atmosphere within which it is going to operate (Bell, 1992, p165).

The growth in Local Management of Schools (LMS) has fundamentally changed the control schools have over their money. The control has effectively been de-centralised and "... in financially decentralised systems information, knowledge, power and rewards have passed to the organisations ..." (Davies, 1994, p356)

Davies comments that "to make decentralisation effective within organisations ... the decentralization of fiscal structures to smaller subgroups seems essential." He also adds that "... giving power is not in itself enough. The sub-units need to be given the same information and knowledge as managers at the senior or strategic levels ... Control over information is linked to power ..." (Davies, 1994, p356)

Previously, within most systems, the budget for books, stationery, equipment and materials was delegated to internal budget holders. Now, with local management, within some schools this delegation now includes funds for furniture, fittings,

reprographics and sometimes in-service training and supply teaching. Staffing is usually allocated by the school management centrally but is still within the school's management remit. (Knight, 1993, p67)

> "The significance of delegated budgeting is that schools, by being allocated money, have more freedom to determine what real resources are obtained and used in the school." (Open University, 1990, p14)

Simkins (1990, p11) feels that increased involvement will improve decision quality because the information is likely to be better. It will improve "... decision implementation because subordinates are likely to feel that they 'own' the decisions" and there will be an enhancement of subordinates satisfaction generally.

However Levacic (1995) states that little has changed for heads of department with respect to their budget-holding. In fact she notes:

> "a trend to less budgetary autonomy for heads of department due to centralisation of decision-making within the senior management team and a greater emphasis on addressing whole school priorities." (p125)

The whole process of making the decisions and then evaluating their appropriateness is important. As Davies (1994, pp327 - 8) says "... budgets are not just about spending money. ... Budgeting should be seen as an activity that facilitates the educational process."

There are a series of tasks related to the management of the resources once the budget quota has been allocated. These tasks will be required of the department head as part of the resource management process and can be summarised as:

- acquiring or mobilising resources;
- allocating;
- utilising and controlling use;

- evaluating or reviewing outcomes of decisions. (Open University, 1990, p14)

Eventually, the process involves counting the number of books delivered, labelling them, storing them carefully and making sure others within the department are aware of their existence. These more routine tasks existed prior to local management and therefore are not new. It has always been the case that some heads of department have been better at these organisational tasks than others but the following quote from Edwards & Bennett (1985, A13) puts it into perspective.

> "... a chaotic stock cupboard should be regarded not as a charming eccentricity, but as industrial sabotage - wasting , for all who have to grapple with it, the precious resources of time and patience."

Along with local management came 'local accountability'. However if "accountability is about justifying what you do" then "... an efficient and manageable strategy for judging and selecting your resources is part of that." (Payling & Gilham, 1988, p50) The process of selection of resources and the background to those decisions, the information they were based on and the results achieved along with their relationship to the school's aims are what the accountability process is all about.

External Relations

Opinions vary as to who should be counted as external to the school. Clearly parents and the community are important external agencies, the latter potentially as sponsors, information or facility providers. Governors are considered by some to be internal but, as they are not part of the day to day routine, they will be treated as external for the purposes of this section. (Armstrong et al ,1993b, pp83 - 104)

One of the major changes brought about by the Education Reform Act (ERA) was the introduction of competition between schools for pupils who in turn brought related funding to the school. The proposal was that the better schools would be allowed to expand and the poorer schools would have to improve or face closure;

this was supposed to lead to an improvement in standards within schools. However Westoby (1989, p68) points out that "advocates of the ERA have often suggested that 'popular' does equal 'better'." He also notes that it is "... notoriously difficult to make an assessment of a school from external examination alone. Yet this - plus word-of-mouth - is the maximum that most parents have to go on." (p72)

If this situation is to be corrected then what is needed is a public relations policy.

> "The critical issue for schools is not whether public relations should exist, but rather whether they should continue to exist on a basis of misinformation, rumour, misunderstanding or neglect or be replaced by planned programmes intended to provide their publics with a regular supply of accurate information designed to increase understanding and encourage support for the various educational enterprises in which schools are continuously involved." (Williams, 1989, p18)

The head has traditionally had a public relations role but:

> "It is contended that one of the traditions which requires mutation is that external relations should be exclusively undertaken by the head teacher. The tasks are too diverse and complex to rest with a single individual, however talented he or she might be." (Williams, 1989, p20)

Clearly the explanation of what is being taught and how it is best delivered should be given by the manager responsible for the area. As parents become better informed their questions and queries become more tightly focused and the head in a secondary school is unlikely to be able to answer in sufficient detail. In much the same way as he has devolved the various aspects of the curriculum management to his middle managers, the head can quite rightly expect to devolve the external relations aspects.

> "It is almost unknown for other teachers, at middle management level for example, to be trained for such responsibilities even though their involvement

> in external relations has increased significantly during the past two decades - at curricular and pastoral levels." (Williams, 1989, p29)

Williams argues that schools are not only providing a service to their community but are also in a situation of competition. The increase in middle managers' involvement in external relations and the fact that they are probably better placed than the head of the school to provide some of the information required places on them the responsibility "... for informing their communities, on a continuous basis, about the content, process, programmes and performance." (Williams, 1989, p155)

This point of view is supported by Coleman (1994) who in looking at the need for schools to consider marketing in the current climate of competition, points out that:

> "... the curriculum must be regarded as central to any marketing considerations. ... the National Curriculum imposes limitations on the freedom of schools to introduce variety. Emphasis may then be on the nature of the delivery of the course ..." (Coleman, 1994, p368)

This then, is where academic middle managers have potentially their biggest part to play in external relations. They need to communicate the approach their area adopts to the delivery of the curriculum in terms that can be understood by their non-professional audience, not only to 'sell' their school but also to inform potential partners about expectations. This approach to external relations carries with it an obligation to ensure that the department or team are consistent with the publicised approach and that they are aware of the expectations of their external customers.

If parents are to be involved in their children's learning, it must not be forgotten that the policy "...has implications for marketing, resource and staff management" even if it is only "... used to encourage attitude change ...". (Coleman, 1994, p374)

> "Marketing may carry cost implications in terms of increased communication with parents. There are also resource implications in an increased work-load for staff in focusing on relations with parents." (Coleman, 1994, p374)

Donnelly notes that "... it often falls on the middle manager to represent the public face of the school to parents" (Donnelly, 1994, p17) during events such as reporting evenings, presentations at prospective parents meetings and these events need to be treated as marketing opportunities.

Development Planning

> "... whilst much of what has been written about development planning refers to the whole school, the issue and lessons deriving from this relate equally to planning at the departmental level." (Newbold, 1995, p10)

With this in mind it is essential that "a departmental audit must include reflection on the school's vision and aims no less than the whole school audit." (Newbold,1995, p7) The school plan should 'grow' from the departmental ones, department targets should input to school-wide targets (Trethowan, 1987, pp36 - 7) so that "the relationship between the whole school plan and the departmental plan therefore should be a reciprocal one, each informing the other." (Newbold, 1995, p9)

Whilst, as Newbold points out, "... development planning is not synonymous with strategic planning but the means by which it is translated into action" (Newbold, 1995, p3), the target setting process is important in relation both to development planning and managing teams. (Bell, 1992, p74)

It is often said that the development planning process is as important as the final document (Hargreaves & Hopkins, 1994, p17). For this reason "... a shared or collaborative approach amongst the whole staff is vital for effective development planning." (Newbold, 1995, p5)

The development planning cycle is seen as a four stage process which involves:

- Audit - a stock taking exercise where there is a review of strengths, weaknesses, needs and demands;
- Construction - identification of priorities and translation into specific targets;
- Implementation - turning targets into action;
- Evaluation - measuring the extent to which intentions have been turned into practice. (Hargreaves & Hopkins, 1991, p4)

Clearly there could be the opportunity for middle managers to engage their team at all of these stages but the engagement must be genuine if it is to be meaningful. Subordinates must feel able to indicate any strengths or weaknesses they perceive and must be allowed to identify priorities as well as help in setting realistic targets. The middle manager has a very difficult task in steering the departmental or unit plan to fulfilment of whole school priorities as well as departmental ones. There is also a need to incorporate those areas highlighted by the team within the departmental plan, without setting an impossible number of targets. Glover's (1994, p1) point about the school development plan could as well apply to the departmental plan in that it must clearly identify "... manageable priorities and strategies for their implementation."

The final stage of the developmental planning process, evaluation, has been found by OFSTED to be a weak area in some schools. This is illustrated by reports collected by Glover . In one school "...departmental development plans are generally clear and practical and relate to the SDP..." but "... few have evaluation criteria built in and the arrangements for periodic review of initiatives is unsatisfactory." (Glover, 1994, p4) In another school there was a need to "...develop long term strategic development planning with clear guidance for review and evaluation within the planning cycle." (p2)

Another concern raised by OFSTED and illustrated in their reports was the lack of detail: "Written departmental development plans, where these exist, do not set out

the resource implications of development priorities." (Glover, 1994, p5) Donnelly (1995, p33) also considers that "... departmental or subject-related development plans should give some indication of spending priorities."

> "An essential feature of the school development plan approach is that related plans for curriculum change and staff development and the resources required to back up the key developments are drawn up." (Open University, 1990, p38)

Wood (1993) sees strategic planning as one of the important characteristics of the role of the academic middle manager. He says that "the ability to organise your team and plan ahead are key requirements of the effective middle manager". Because of this he considers that "every department should have its own development plan which maps out future intentions and strategies." (Wood, 1993, p8)

There is in fact a link between the middle manager's role in external relations and the need for development planning. Although many people regard external relations as being synonymous with marketing, Coleman (1994, p362) argues that:

> "Marketing is often identified simply with promotion. However, in the context of non-profit making organisations, marketing is better defined as 'market orientated institutional planning' ..."

This was written in the context of the whole school but also applies to departmental areas. Thus Styan's comment that "... [if schools] are encouraged to consider marketing as an integral part of their development plan ..." they will come to see "... all who work there as having an important part to play in marketing the school" (Styan, 1991) can be applied to the department and the need for all members of the team to be involved.

Conclusion

Intermediate Roles

There is no simple definition of who a middle manager is within the school structure. In short they are generally considered to be those holding incentive allowances for undertaking an additional responsibility such as co-ordinating a subject or leading a staff team. Some writers (Meredith, 1994; Bell, 1992) insist that the promoted teacher can only be a middle manager if their additional responsibility is related to team leadership or involves the management of people.

Middle managers are conceived as being intermediate between senior management and classroom teachers and are expected to maintain a whole school perspective. They must be the link between the department or area and the senior management as well as the conduit for information exchange between senior management and classroom teachers.

> "... effective middle managers have been seen as contributing to whole school issues, keeping senior staff informed of developments as they affect their subject and the school, and to have a role in decision making at both department and school levels." (Earley, 1998, p149)

Change of Role

Some writers suggest that the role of middle manager is a recent addition to school structures. Originally heads of department were simply the senior subject specialist and only had a few chores or routine administration tasks and no responsibility for the work of others.

The evolution of comprehensive schools led to changes in internal organisation mainly because of the increased pupil numbers and mix of ability. This is thought (Chamberlain, 1984; Wallace, 1986; Straker, 1984) to be the point where expectations of department heads began to change and heads of department, who were originally promoted because of their subject teaching and knowledge, were now expected to manage.

The introduction of GCSE put large demands on heads of department with the requirement that they be responsible for 'cascading' training to their staff and overseeing moderation of coursework. But it was the implementation of the Education Reform Act (ERA) which led to the most significant change in the role of middle managers. Senior managers relinquished some of their managerial responsibility to middle managers who often acquired whole school responsibilities alongside their departmental or subject ones. The concurrent introduction of the National Curriculum put another large burden on middle managers with the need for standardisation of teaching and considerable training requirements. Increased financial control was given to some and there was an increase in external relations work for many middle managers because of the effects of open enrolment and league tables.

Role Theory

Several writers (Chamberlain, 1984; Morris & Dennison, 1982; Marland, 1981; Marland & Smith, 1981; HMI(Wales), 1981) claim that the success of a school is dependent on the quality of its middle managers. They have the crucial role of translating school aims and philosophy into departmental work and ethos. There is also a lot of evidence (TTA, 1996; John, 1980; Adams, 1987; Armstrong, 1993a) that it is important for middle managers to understand their role; they need to know others' expectations of them.

Job descriptions do not convey the subtle relationships that form an important part of role. Role is dynamic. It is more than just a list of tasks and responsibilities attached to a position in the organisational structure, it is also about relationships and the behaviours expected by others, both within the structure and external to it, who have legitimate claims on the role holder. As each person can have more than one role attached to them, it is important they are clear about which role is expected in particular situations and it also has to be recognised that there are a host of unofficial roles as well as the official ones.

The successful performance of a role will depend on many factors. Some of these might be internal such as personality and skills, whilst others might be external such as the situation or organisational norms.

Work on role theory usually refers to the postholder or role incumbent as the focal person or focal role. The group of people they interact with or who have potential influence over their role are called the role set. The members of the role set might have different perceptions of the role not only from the focal person but also from other members of the role set.

However individuals do not usually simply take the role as it is presented. Within a particular situation the members of the role set react to the focal person's behaviour. This reaction contains information on how to adjust the role if the role incumbent wishes to meet the expectations of the role set.

The ability of a member of the role set to influence the focal person is dependent on whether the focal person views their expectations as legitimate. Amongst other reasons, this could be because the expectations are at odds with the focal person's personal beliefs, which is a particular problem in a profession where personal values are accepted and respected.

Expectations

There may be role conflict between what the incumbent believes and what the role set expects, so the characteristics of the incumbent, the role set, the relationships and the external organisational conditions affect the development of role.

Role ambiguity is said to exist when there is uncertainty in the mind of the incumbent or the role set about exactly what the role is. Role incompatibility is when the various expectations of the role set are incompatible and therefore the incumbent can never satisfy all the role senders at one time. Role conflict arises in situations where the incumbent is required to play more than one role at a time and the expectations within each of the roles places them are in conflict or overload. It is also said

(Bullock, 1988) that lack of time can cause conflict within a single role as decisions have to be made about which aspects of the role to fulfil. An additional problem is that some expectations that members of the role set have of the role holder may be in conflict with the role holder's professional opinion.

It is contended (Bennett, 1995) that a middle manager needs to manage by consent not coercion. Whilst their expertise is likely to be recognised as a legitimate power resource, if their ideologies are different from their sub-ordinates they may have difficulty fulfilling the expectations of their team. It is equally possible that they will experience tension with their super-ordinates through differential expectations or understanding of the requirements of the role.

Earlier research (Earley & Fletcher-Campbell, 1989; Bullock, 1988) highlighted that heads of department are not comfortable about the staff management aspects of their role. However there is good agreement in the literature (Donnelly, 1994; Wheatley, 1992; Kemp & Nathan, 1995) that middle managers need to build teams, with shared perceptions, common purpose, agreed procedure, commitment and co-operation.

The requirement of middle managers that they should be responsible for their teams' development has been shown by research (Earley & Fletcher-Campbell, 1989; Bullock, 1988) to be an unwelcome aspect of the role. Middle managers need to accept their role and be proactive to ensure that staff receive a balance of development opportunities.

Department heads have also been found to be reluctant to accept the monitoring of others' teaching by direct observation as well as by looking at records. There was felt to be a conflict between the idea of professional autonomy and the need to monitor. Ribbins (1986, p361) writes of the key function of the middle manager as being the supervision and the monitoring of the work of departmental staff and yet several researchers (Earley & Fletcher-Campbell, 1989; Bullock, 1988; Midgley, 1980) found that most heads of department never observed their staff teaching.

Summary of Model

There have been many attempts to develop models which aid the classification of the middle managers' tasks and responsibilities. Of those proposed by writers some are based on what is being managed, some are based on skills or competencies, some are based on the characteristics of the task and some are based on fundamental dimensions.

A generic model has been developed by this author based on Lambert's (1972) model which was adjusted by Brydson (1983). One dimension goes from Individual to Institutional whilst the other dimension is set perpendicular to the first and goes from People Related to Task Related. Thus four quadrants are created:

Institutional/Task Related	Administrative
Institutional/People Related	Managerial
Individual/People Related	Educational
Individual/Task Related	Academic

Table 2.6: A generic model

The various tasks expected of academic middle managers drawn from the literature, can be placed into the quadrants (see p63). When this is done, it can be seen that the tasks and responsibilities which appear to have raised most concern in the literature, the ones in which there appears to be most conflict over their place within the middle manager's role, fall within the Managerial quadrant.

The advantage of developing a conceptual model for the classification of the tasks and responsibilities of the middle manager is that each of the quadrants has certain fundamental characteristics which can be applied to new tasks and responsibilities as they arise. Acceptance or not of a group of tasks falling within one quadrant may demonstrate that the middle manager has a different understanding of that aspect of their role from that of members of the role set. This will be tested in the research conducted for this thesis.

Chapter Three

Methodology

Purpose and research questions

The purpose of this study is to examine what middle managers perceive as their role and the expectations of members of their role sets. In the past, ineffective department heads were found to have a different conception of their role from effective department heads and therefore the tasks that they believed were expected of them. Previous studies (Bullock, 1988; Lambert, 1972) also highlighted the different expectations of the role of middle managers by both their line managers and team members. The aim of this research is to assess changes in attitudes arising from the implementation of the Education Reform Act and subsequent legislation. The specific research questions are:

- What tasks do middle managers consider to be part of their role?
- How does their perception of their role compare with insights drawn from the literature?
- Are they aware of any difference in expectations of them by their colleagues at different levels in the staffing structure?
- Who do they consider to be their greatest influences in particular areas of decision-making?
- Which tasks are given the highest priority?
- What are the expectations and attitudes of members of their role set?

Discussion of possible methods

Denzin & Lincoln (1994, p13) discredit the idea that research of any form can be truly objective and without bias. They suggest that a researcher's epistemological,

ontological and methodological beliefs form an interpretive framework or a basic set of beliefs that guide action.

Cohen & Manion (1994, p8) develop two conceptions of social reality, the 'subjectivist' and 'objectivist' approach. They contest that knowledge of the two perspectives has:

> "... profound implications for research in classrooms and schools. The choice of problem, the formulation of questions to be answered, the characterisation of pupils and teachers, methodological concerns, the kinds of data sought and their mode of treatment - all will be influenced or determined by the viewpoint held." (Cohen & Manion, 1994, p8)

Their work is based on that of Burrell and Morgan (1979, pp 1 - 3) who describe four groups of assumptions which characterise these approaches. These assumptions are summarised in Table 3.1.

	Objectivists	Subjectivists
Ontology or the place of reality.	Reality is external to the individual, having an existence of its own; believe that it is possible to determine a rule for the particular part of reality under analysis.	Reality only exists within the cognition of the individual and can not to defined by rules.
Epistemology or how knowledge is acquired.	Knowledge can be acquired.	Knowledge has to be personally experienced.
Interaction of human beings with their environment	Human beings inhabit an environment and react to it.	Human beings create their environment.
Methodology	Favour the more scientific options of surveys and experiments; mainly quantitative methods	Favour methods such as participant accounts, observation, personal constructs, case studies and ethnography; mainly qualitative methods

Table 3.1: Assumptions that characterise the two approaches to social reality.

Robson (1992, p42) suggests that there are three types of research: exploratory, descriptive and explanatory. He suggests that the role of 'descriptive' research is "to portray an accurate profile of persons, events or situations". The researcher requires "extensive previous knowledge of the situation etc to be researched or described ... so [the researcher knows] appropriate aspects on which to gather information." This assumption that knowledge can be acquired is in line with the 'Objectivists' perspective. There is within schools a set of rules or official rhetoric about how things should happen and what is expected of individuals. These shape the reality within which the middle manager has to work and as such are externally imposed on them. The scientific methodology of the survey fits both the 'Objectivists'

perspective and the 'Descriptive' purpose as outlined by Robson and is suitable for the collection of a large number of facts to establish the environment impinging on middle managers.

Robson describes his 'Exploratory' purpose as being:

> "to find out what is happening, to seek new insights, to ask questions and to assess phenomena in a new light ..." (Robson, 1992, p42)

Within this study the survey will establish who the middle managers consider to be influential in their decision making. The second phase, analogous to Robson's 'Exploratory' purpose, will establish how the groups are influential, their style and method of influence. This suggests a more 'Subjectivist' perspective because it is looking at a more individual response to a social interaction. Despite what other individuals or groups might be attempting to do, the 'reality' of their influence is in the perception of the recipient. This part of the study, which is not trying to find out 'what' is expected so much as by whom, how that is communicated and the results, is seeking to give new insights into the working of middle managers within their context and is ideally suited to a case study approach. In the words of Bell:

> "The great strength of the case study method is that it allows the researcher to concentrate on a specific instance or situation and to identify, or attempt to identify, the various interactive processes at work. These processes may remain hidden in a large scale survey but may be crucial to the success or failure of systems or organisations." (Bell, 1987, p6)

Surveys

Cohen & Manion say that:

> " ... surveys gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against

> which existing conditions can be compared, or determining the relationship between specific events." (Cohen &Manion, 1994, p83)

Although this definition portrays a very exterior role, the data that are collected could be thoughts or feelings, the situation being described could be the innermost thoughts of the subject or subjects concerned. Usually though, surveys are used in situations where the results from the sample are generalised to the population. According to Cohen and Manion, regardless of the scale of the survey:

> "... the collection of information typically involves one or more of the following data-gathering techniques: structured or semi-structured interviews, self-completion or postal questionnaires, standardised tests of attainment or performance, and attitude scales." (Cohen and Manion, 1994, p83)

Sampling

Deciding on the sample is an important stage and the method varies according to what assumptions are made about the situation being analysed:

> "Researchers endeavour therefore to collect information from a smaller group or subset of the population in such a way that the knowledge gained is representative of the total population under study." (Cohen & Manion, 1994, p87)

It is normal to start with a view of the total population and work down to the sample. Generally, the larger the size of sample, the greater the confidence in the result, but unless the total population is identified in advance, it is very difficult to assess the representativeness of the sample.

There are two broad methods of sampling, probability and non-probability. Probability samples are such that the probability of selection of each respondent is

known, they give results that are more generalisable and are certainly considered more reliable than non-probability samples.

The simplest method of probability sampling is that known as random sampling. The sample is selected at random from a list of the population. It is necessary to know the population and, in a big population, computer methods may be necessary to handle the large numbers involved. If there is a large geographical spread there may also be administrative problems, in which case cluster sampling might be more appropriate. A cluster of the population is selected at random and then all the subjects within that cluster sampled, for example, randomly select schools and then test all the children in those schools.

Other methods of probability sampling include: systematic sampling, where selection is done in a structured way, for example. every twentieth entry on the population list; stratified sampling where the population is divided into homogeneous groups, each containing subjects with similar characteristics, and then a predetermined number or proportion is selected from within the groups; stage sampling which involves gradually reducing the size of the sample for example, selecting a number of schools at random, then a number of classes within them at random, followed by a number of pupils within them and so on.

Convenience sampling is an example of non-probability sampling. The subjects are chosen for the convenience of the researcher such as those in his own school, people in the one town etc. It is clearly open to bias both because the researcher can conveniently sample in an area likely to satisfy his research hypothesis and because the respondents are likely to have very similar opinions or experiences.

Quota sampling is a cross between stratified and convenience sampling. Subjects are chosen for convenience within a quota for that group. The homogeneous groups are chosen to represent groups within the population and the quota is supposed to preserve the proportions within the population. This is a method of sampling used frequently by market research companies. Other examples of non-probability

sampling are: purposive sampling where the cases are handpicked to suit the researcher's idea of their typicality within the population; dimensional sampling which is a multidimensional quota technique; snowball sampling where subjects are chosen then indicate other subjects that they know from their group.

Questionnaires

Questionnaires are a subset of surveys. They are generally used where there are a large number of respondents or they are at a distance such that personal interviewing is not possible. They could also be considered as an impersonal interview.

There are a range of questionnaire styles from very structured to informal. The very structured questionnaires allow only replies from a limited range offered, making data handling and analysis much easier but limiting respondent freedom and possibly leading to inaccurate answers. They also limit responses to the range already known to the researcher whereas a less structured questionnaire opens up new areas for consideration.

Producing a satisfactory questionnaire is often considered a science in its own right with its need to avoid leading, complex questions within the reading skill of the subject. The instrument has to be piloted to ensure that the questions are understood and interpreted in the way intended.

Despite all these problems, Munn & Drever (1990, p2) claim advantages for the use of the questionnaire including the efficient use of time; they also considered the standardisation of the questions to be an advantage. The commonality of presentation could be viewed as the removal of another potential source of bias. Munn & Drever also cite some limitations to the information that questionnaires can collect. It tends to describe rather than explain phenomena, it can be superficial and the usefulness of the questionnaire is reduced if preparation has been inadequate.

Case Studies

Case studies are thought to be interpretative and potentially subjective. They observe the characteristics of a single unit.

> "The purpose of such observation is to probe deeply and to analyse intensively the multifarious phenomena that constitute the life cycle of the unit with a view to establishing generalisations about the wider population to which that unit belongs." (Cohen & Manion, 1994, p106)

The actual methods employed vary although generally they involve a large proportion of observation and interviews often supported by documentary analysis. The observation can either be done by a participant from the unit under investigation or by a non-participant. Exactly what is a participant and a non-participant can be difficult to decide. A teacher observing the class they are actually teaching is a participant in the classroom situation but are they a participant in the actual learning and will their perception of the situation be the same as a student? Nonetheless, the method is considered superior to experiments and surveys when data is gathered of non-verbal behaviour. The ability to make notes on salient features of ongoing behaviour and observe from within the natural environment are all positive features but a frequently raised issue is whether participants lose their impartiality during the work. Even those who were not originally part of the unit can become enthralled and this raises questions about external validity.

> "... a case study is an enquiry which uses multiple sources of evidence. It investigates a contemporary phenomenon within its real life context ..." (Johnson, 1994, p20)

The term 'case study' then refers to a collection of methods used to investigate a particular context or situation. The actual methods used will vary according to the situation. The main method used in the case studies completed for this study was semi-structured interviews.

Interviews

According to Cohen & Manion (1994, p271), an interview is "a two person conversation initiated by the interviewer for the specific purpose of obtaining research relevant information and focussed by him on content specified by research objectives of systematic description, prediction, or explanation" and therefore "involves the gathering of data through direct verbal interaction between individuals."

Formal, structured interviews are where the content and procedures are organised in advance, a closed situation in which set questions are asked and the answers recorded on a standardised schedule. "The principle underlying this form of interview is consistency through the application of a standardised stimulus to the respondent" (Johnson, 1994, p44). For semi-structured interviews a carefully constructed interview schedule is used as in the structured interview but in this case the interviewer allows more breadth in the answer and is permitted to probe provided she is not 'leading' the interviewee into making a particular response. (Wragg, 1978, p10) Unstructured interviews take place in a more open situation where content, sequence and wording are entirely in the hands of the interviewer and where the interviewer may have a number of key issues which she raises in conversational style instead of having a set questionnaire. In the non-directive interview there is minimal control or direction exhibited by the interviewer, respondents are free to express their subjective feelings as fully and as spontaneously as they choose or are able. The focused interview is used to substantiate or reject hypotheses raised by the respondent's subjective responses to an earlier interview or questionnaire.

The biggest advantage to interviews over questionnaires is considered to be the greater depth and insight that can be obtained, particularly in the less structured interviews where probing of interesting responses is allowed. This is also, however, their main disadvantage because they are prone to subjectivity and bias. There can also be difficulties in data handling because of the vast amount of coding needed, particularly if quantitative analysis is to be carried out on the data.

According to Cohen & Manion (1994) the interview may serve three purposes. The first of these is that it is used as the principal means of gathering information. Tuckman (1972, p173) describes it as "providing access to what is 'inside a person's head'" and therefore "make it possible to measure what a person knows (knowledge or information), what a person likes or dislikes (values and preferences), and what a person thinks (attitudes and beliefs)". However Tuckman also observed that, when formulating questions, there is a need for the researcher to:

> "... constantly apply the criteria (1) to what extent might a question influence the respondent to show himself in a good light; (2) to what extent might a question influence a respondent to be unduly helpful by attempting to anticipate what the interviewer wants to hear or find out; (3) to what extent might a question be asking for information about a respondent that he is not certain, and perhaps not likely, to know himself." (Tuckman, 1972, p174)

A second use of the interview is to test hypotheses, suggest new ones or help identify variables and relationships. It may also be used to follow up unexpected results or to validate other methods. There is a problem with the interview and validity but:

> "... one way of validating interview measures is to compare the interview measure with another measure that has already been shown to be valid. This kind of comparison is known as 'convergent validity'. If the two measures agree, it can be assumed that the validity of the interview is comparable with the proven validity of the other measure." (Cohen & Manion, 1994, p281)

The cause of invalidity, according to Cohen & Manion, is bias which they define as:

> "... a systematic or persistent tendency to make errors in the same direction, that is, to overstate or understate the 'true value' of an attribute ...". (Cohen & Manion, 1994, p281)

They propose that the most practical way of achieving greater validity is to minimise the amount of bias as much as possible, and suggest:

- paying attention to the attitudes and opinions of the interviewer;
- reducing the tendency for the interviewer to seek answers that support her preconceived notions;
- limit misperceptions on the part of the interviewer of what the respondent is saying;
- limit misunderstandings on the part of the respondent of what is being asked.

Cohen & Manion (1994, p282) suggest that further means of reducing bias are the careful formulation of questions so that the meaning is crystal clear, thorough training procedures so that an interviewer is more aware of the possible problems, probability sampling of respondents, and sometimes by matching interviewer characteristics with those of the sample being interviewed. Kitwood (1977, p171), however, draws attention to the conflict this generates between the traditional concepts of reliability and validity and states that:

> "... the distinctively human element in the interview is necessary to its validity. The more the interviewer becomes rational, calculating, and detached, the less likely the interview is to be perceived as a friendly transaction, and the more calculated the response also is likely to be."

Cohen & Manion (1994, p275) summarise five unavoidable features highlighted by Cicourel (1974) and normally regarded as problems:

- the many factors which inevitably differ from one interview to another, such as mutual trust, social distance and the interviewer's control;
- the respondent feeling uneasy and adopting avoidance tactics if the questioning is too deep;

- tendency for both interviewer and respondent to hold back part of what is in their power to state;
- meanings which are clear to one being relatively opaque to the other, even when the intention is genuine communication;
- the impossibility, of bringing every aspect of the encounter within rational control.

Cohen and Manion conclude that "... no matter how hard an interviewer may try to be systematic and objective, the constraints of everyday life will be part of whatever interpersonal transactions she initiates."

Justification of methods used

Survey

The main purpose of the research was to establish what academic middle managers viewed as their role, what tasks they believed to be their responsibility, who influenced them and how their role was communicated. For generalisation to be valid it was necessary to have a large number of academic middle manager participants who could not be taken from a small number of schools. For this reason the sample consisted of a restricted number of academic middle managers from a large number of schools. This decision dictated that one of the methods employed would need to be a survey by postal questionnaire.

Because of the potential need to analyse large numbers of returns, the questionnaire needed to be structured with a limited range of responses allowed. This would make handling and analysis much easier but would have the disadvantage of limiting the responses to those already known to the researcher. This limitation was reduced by constructing the questions on the basis of insights from the literature.

Additionally the standardisation of the questions and the presentation would remove a potential source of bias, again increasing the potential for generalising from the responses.

The research questions include one which questions whether the middle managers are aware of differences in expectations by their colleagues at different levels in the staffing structure. This is important because, as discussed in the literature review (p36), role is a negotiated concept. The people nearest to the middle manager in the staffing structure, such as their line manager and team members, are those most likely to influence the development of their role. Whether the middle managers realise that these groups have different expectations and therefore introduce role conflict is important. It will also become clear, that, if they do recognise the differential expectations, they more closely align with one or the other group.

As well as the dominant groups from their role set who actively shape the middle manager's definition of their role, there may be others who influence the middle manager's decisions. These groups form part of the wider role set and delineation of this extended role set is an important part of the quest to understand how academic middle managers define their role.

So that the middle managers' perceptions of the expectations of others could be checked the heads of each of the schools involved were asked to complete an identical tick list to the middle managers. This allowed comparison with the middle managers' expectations of themselves and the perceived expectations of their senior managers.

Case Study

Ribbins (1985, p364) suggested there was a need for an interactionist conception of role and a broadly ethnographic methodological study. The objective data from the survey would allow generalisation but would be weak in detail, lacking in depth and reasoning but a case study, in drawing its evidence from many sources, uses a mixture of methods as appropriate.

> "Case study is an umbrella term for a family of research methods having in common the decision to focus on enquiry around an instance." (Adelman et al, 1984, p94)

Interviews of a number of middle managers who had responded to the questionnaire allowed probing of their reasoning. To reduce the potential bias of such a subjective method, interviews of others within the middle managers' role set were used to place the responses in context and all the interviews formed part of a case study. Meeting observations and documentary analysis helped to give a fuller picture of the schools and individuals involved. The interview responses thus had greater validity than those of the questionnaire but, because of the narrower range of schools involved, less generalisability.

The case studies involved a semi-structured interview with five middle managers from each of three schools. These interviews drew their structure from the middle managers' responses to the questionnaires to ascertain reasons for the responses. Further interviews were carried out with a team member from each of the departments or areas whose middle managers were involved and with their line managers.

The case study process assumes nothing is trivial and that everything has the potential of being a clue to more comprehensive understanding, for example how people negotiate meanings. As part of this process of seeking 'participant perspectives' the actual process of communication of expectations and therefore role definition was investigated through the interviews and then through unstructured observation of meetings. It is said of unstructured observations:

> "It is generally used to record the behaviour of a collective or group, whether this be in a meeting or a series of less formal activities ... It is particularly suitable for the study of management meetings which regularly bring together the same group of people." (Johnson, 1994, p54)

The ability to record behaviour of people who might not wish to describe it and to compare 'what is done with what is said' are two of the advantages of this method of data gathering. Amongst the disadvantages are that the accuracy of the recordings

be open to challenge and there can be an accumulation of uninteresting data. Meetings at which the middle managers were acting as sub-ordinates as well as those at which they were the super-ordinates were observed. Meetings are one of the formal vehicles through which organisations transmit their culture and such details as who constructs the agenda, who speaks to whom, who interrupts and who is interrupted, whether questions are allowed and the form that the verbal interaction takes, are all clues to the requirements of the persons involved.

The official documents within a school are the 'bottom line', they are personality free and exist to provide structure and common understanding to day to day actions. Because of the requirements of school inspection most schools have a common set of documents which provide information on the 'official' or formal stance on a range of routine matters; they are created for a purpose other than the research. Within these documents Duffy (1987, p54) and Robson (1993, p273) distinguish between 'witting' and 'unwitting' evidence. Unwitting evidence may come from any underlying assumptions unintentionally revealed by the author of the document:

> "Witting evidence is that which the author intended to impart. Unwitting evidence is everything else that can be gleaned from the document."
> (Robson, 1993, p273)

For the purposes of these case studies, the documents chosen were the staff handbook and development plan, departmental or area handbook and development plan or their equivalents.

Survey

In this section details of the author's methodology are given.

Questionnaire design

The middle managers' questionnaire was divided into six sections. The first two were intended to gather factual data on the middle managers to place their other responses into context. The following four sections were intended to answer the first

five research questions. The final version of the questionnaire is reproduced in Appendix 1. The pilot study and its results are discussed in the next chapter.

Section 1: Position within structure

The first section of the questionnaire was intended to ascertain the respondents' perception of their position in the structure. The data were used to investigate potential correlation between items such as category and the number of responsibility points allocated.

Earley and Fletcher-Campbell (1989) noted that a number of heads of department also had additional responsibilities which, because of their limited time, led to role conflict. Question 4 and 5 in this section were to ascertain if this was still true. The respondents were asked what extra responsibilities they had other than those held by a number of staff such as being a member of a duty team.

The middle managers' responses to Question 7, asking who they viewed as their line manager, were for comparison with their head's responses both to look for agreement and to ascertain if the middle managers' place in the structure, and therefore their accountability route, was clear to them.

Section 2: Individual postholder

The second section, Individual Postholder, asked about qualifications and training, and was similar in purpose to the first, in that, the data established might show correlation across items. For example there might be correlation between the postholder's priorities and their level of qualification.

Section 3: Influences over priorities

This section would have been better titled 'Influences over decisions' as it was designed to gather data to answer the question:

> Who do the middle managers consider to be their greatest influences in particular areas of decision-making?

The questions were intended to check the perceived influences within the role set and to assess if different members dominate in particular spheres of responsibility. Eight potentially influential members of the middle manager's role set were offered:

- Head and senior management;
- Departmental staff;
- Parents/Guardians;
- Students/Pupils;
- Other teaching staff;
- Advisory/Inspectorate service;
- Subject association;
- Governors.

The respondents were asked to choose their three most influential groups for each of the tasks offered:

- change curriculum content at Key Stage 3;
- purchase of resources to support a new course;
- professional development plan for departmental staff or team;
- discipline of a pupil being difficult within your area of responsibility.

The tasks were chosen such that there was one from each area of the classification (see p63).

Section 4: Expectations of Senior Management

The fourth section was designed to collect data to answer one part of the research question:

> Are the middle managers aware of any difference in expectations of them by their colleagues at different levels in the staffing structure?

The questionnaire tackled this question in two sections. This section asked them which tasks they perceived as expected of them by their senior management. Sixteen possible requirements of an academic middle manager were drawn from Brydson's (1983) list and were chosen to give a spread within the four areas of the classification established earlier (p63). The tasks were not grouped according to their areas nor were the areas indicated on the questionnaire. The respondents were asked to indicate if they perceived each of the tasks as being expected of them.

Section 5: Priorities and Expectations of Self

This was a very important section as it attempted to collect data to answer three of the research questions:

> Which tasks are given the highest priority?
> What tasks do middle managers consider to be part of their role?
> How does their perception of their role compare with insights drawn from the literature?

The first block gave the respondents twelve tasks which they had to number in order of priority. The tasks were chosen from Bennett's (1995) list of the twenty one most commonly required duties and were selected to give a balance of the four areas within the classifications. They were given a specific time of the year to consider the priorities within and no equal priorities were allowed. The literature (Lambert, 1972; Brydson, 1983) suggests that tasks from the 'Administrative' area of the classification are likely to be given a high priority whilst tasks from the 'Managerial' area are likely to be given a low priority.

The table placed at the end of this section (see Appendix 1) was identical to that in the previous section but this time respondents were asked to indicate those tasks that they believed to be their responsibility.

Section 6: Expectations of Your Departmental Team

This section was intended to collect the remaining data required for the research question:

> Are they aware of any difference in expectations of them by their colleagues at different levels in the staffing structure?

This sixth section had the same table as the previous two sections but respondents were asked to indicate those tasks that they believed were expected of them by their team members.

Sample for Main Survey

The survey was of academic middle managers in a range of secondary schools by postal questionnaire. The schools were selected by convenience sample to ensure that there was a mix of size (by number on roll) and age range which reflected that found in the total population. The study then selected a stratified sample of staff who held academic curriculum middle management responsibilities so it included faculty heads and co-ordinators as well as heads of department.

It was hypothesised that the actual role expectations might be different for the leader of a large single subject department to those whose area encompassed a number of subjects which differed widely in their style and delivery or a subject which was taught in a cross-curricular manner. There needed to be a balance of core and foundation National Curriculum subjects as well as some which might fall outside the National Curriculum. This led to the derivation of the five categories of middle manager:

1. a head of a major single subject eg English, Maths;
2. a head of an area where the subjects are closely related eg Science, Modern Languages;
3. a head of an area where the subjects are not closely related eg Design;
4. a cross-curricular co-ordinator eg IT, SEN;

5. a head of a department or faculty which does not fit into any of the above categories.

The final category was intended to encompass middle managers with responsibility for small teams perhaps teaching a minority subject, possibly one which is not a formal part of the National Curriculum. It is accepted that this grouping does not allow for the study of the differences between subjects and their epistemologies. This area would be worthy of further reesarch.

With the demands of the National Curriculum, GCSE and GCE in mind, only schools which encompassed Key Stages 3 and 4 as a minimum were included within the sample and, therefore, only 11-16 or 11-18 schools.

Because the case study schools were to be drawn from within the survey sample it was decided to sample the schools from three geographically convenient local education authority (LEA) areas within the East Midlands and East Anglia. The grant maintained schools within those areas were also included. So that there was a sufficient number of middle managers from each type of school within the LEAs chosen, and to allow for greater generalisability, all the schools within the three authorities which satisfied the criteria were included. Hence there was a 100 per cent sample of the defined population within this region.

Five individuals in each school were given the questionnaire but the actual choice of personnel was left to the head of the school. They were given tight guidelines in an accompanying letter (Appendix 1) and the head had only to give out labelled envelopes. The envelopes were sealed and contained a colour and numerically coded questionnaire along with a stamped and addressed envelope for its return. There was evidence that some heads opened each of the envelopes and some had all replies returned to them for return as one package. This clearly broke the confidentiality intended.

This method of delivery led to a number of problems. The fact that the heads were asked to allocate the questionnaires potentially opened the survey to bias as the heads could choose those middle managers that they perceived would give the 'right' answers. However, it was decided that the fact that their responses were to be anonymous, and therefore not reflect on the school, would reduce the likelihood of that happening.

The numerical coding allowed a check to be made on the schools that had not returned all of the questionnaires and the colour coding allowed a check to be made on the category of middle manager who had not responded but when the school was telephoned to check on outstanding returns, no names could be placed on the non-respondents. Often it had been the head's secretary who had handed the questionnaires out to staff and no record had been kept of who the staff were.

By the due return date a number of schools had either written or telephoned to say that they were unable to take part because of other commitments. All other schools from whom no returns or a low number of responses had been received were contacted by telephone and a message left with the head's secretary for action. After the chasing process had been completed and the second completion date passed, the survey responses were declared complete and analysis commenced. The response rate is recorded in Chapter 5.

Survey of headteachers

The headteacher of each school was asked to complete a questionnaire about aspects of the school (Appendix 1). There were a number of short answer questions to establish the context of the school: number on roll; age range of students; LEA or Grant Maintained; selective or comprehensive; single sex or co-educational. They were then asked to draw a simple diagram to represent their management structure so that the responses of the middle managers could be checked against the senior management perspective. For the same reason the heads' questionnaire contained an identical list of tasks to that in Section 4 of the middle managers' questionnaire and the heads were asked to indicate which of the tasks they expected of their middle

managers. The heads were also asked if they would be prepared for their school to become a case study.

Case Studies

What was to be investigated

The purpose of the case study stage of the empirical work was to look at certain aspects raised by the questionnaire in more detail, to study areas raised by the literature review which could not be investigated by questionnaire, to include members of the middle managers' role set and to extend the validity by collection of data by other methods.

The three areas of the questionnaire which had aspects requiring further investigation were:

- Influences over decisions in various areas;
- Influences over priorities;
- Communication of expectations.

Section 3 of the questionnaire, entitled 'Influences over priorities', which sought information over which groups within the middle managers' role set influenced their decision making in the four areas of the classification, required further detail. At interview the middle managers were asked why they had indicated these three groups and how the groups influenced their decisions. The team members and the line manager were given the survey questions to complete as interview preparation and the emphasis of their interview questions was changed from who they considered influenced them to who they believed influenced their middle managers. During the meeting observations, communication of opinion or attempts at influence were particularly noted. The documents analysed were checked for communication of opinions, formal decision making processes or attempts at influence.

Within the questionnaire, the middle managers were asked to prioritise a number of tasks. There was a need to establish what influence, if any, certain members of the role set had over the ordering of the priorities, the way in which the influence was

actually exercised, how great it was in practice and how the priorities of others were communicated. The tasks which respondents were asked to prioritise were:

1. Devising and monitoring pupil records.
2. Devising and leading INSET with your departmental staff.
3. Implementing school policy.
4. Supervising/monitoring colleagues work to ensure that policies are followed through.
5. Teaching subject throughout the school.
6. Collaborating in whole school planning.
7. Monitoring and controlling the use of stock and other resources.
8. Liaising with outside agencies and other schools.
9. Co-ordinating and overseeing marking in line with school policies.
10. Overseeing or assisting with the maintenance of the fabric and facilities including Health & Safety duties.
11. Developing the curriculum including teaching and learning strategies.
12. Being in charge of funds for the department.

Part of the line managers' and team members' preparation for the interview was an identical list of tasks but they were asked to rank the tasks according to the priority they expected their middle manager to place upon the tasks. At interview they were all asked to explain their choice of the three highest priority tasks and add any comments they might have about the remainder of their ranking. Because they were only asked specifically about their top three priorities a number of tasks were not commented on.

A large part of the questionnaire was devoted to collection of the middle managers' perceptions of the responsibilities expected of them both by super and sub-ordinates. These were then considered against the expectations they had of themselves. Part of the purpose of the case studies was to establish how these expectations were communicated. The middle managers were asked at interview how they formulated an opinion of what the expectations of their role were, how the other two groups

considered might vary in their expectations and how they communicated their expectations. Once again, during the meeting observation, any attempted communication of expectations was noted and official documents that might detail the expectations of the middle managers were checked.

Among the many issues which could not be investigated using the questionnaire was Fondas & Stewart's work which examined characteristics which can affect the role set's ability to influence the focal person. Their work was summarised in the literature review (p37).

The interview with the focal person (the middle manager) could begin to investigate such factors as their perception of the locus of power or relative power and influence. Other factors, such as interpersonal attraction, needed evidence from a number of sources including observation and interviews with others within the middle managers' role sets. There were some factors which it was difficult to investigate in this instance. The questions in the interview schedule which were not directly related to questionnaire responses were designed to give insights into the application of Fondas and Stewart's work.

Research methods used

The main data gathering method used in the case studies was semi-structured interviews with middle managers, a member of their team and their line manager. Middle managers from the chosen schools who had responded to the questionnaire were interviewed and middle managers chosen from the remaining categories were asked to complete a questionnaire before attending the interview.

For each middle manager interviewed, broad questions were developed from a consideration of their responses to the questionnaire which meant that the five interviews within each school sometimes had slightly different prompts. The structure, wherever possible, offered open-ended questions to allow a breadth of response.

The broad interview schedule (Appendix 2) was piloted in one of the schools that had piloted the questionnaire. Four interviews were carried out, one was with the line manager of the middle managers, one was with a middle manager who had completed the questionnaire at the pilot stage and another with a member of her team. The fourth interview was with a middle manager who had not been involved in the pilot questionnaire stage. The three individuals who had not participated in the pilot questionnaire were all given the interview preparation in advance of the interview as in the case study interviews. The interview preparation consisted of the relevant sections of the middle managers' questionnaire with the wording adjusted (Appendix 2). The interviews were taped (subject to participants' agreement) and notes taken. The interview notes were expanded and typed prior to return to the interviewees for checking.

The case study tapes were used to check the notes taken during the interview. There was no attempt to complete a full transcription of the interview because of the time involved but a copy of the interview notes supplemented with sections from the tape were passed to the interviewees for their approval of the content within a week of the interview. They were asked to sign the notes as a true record, or to amend them as necessary, and return them in the stamped and addressed envelope supplied.

The head or the appointed link person in each school was asked to indicate who was the line manager for each of the middle managers being interviewed. Interviews were then arranged with the indicated individuals. In one school the middle managers were asked to nominate a team member to be interviewed, in the other two schools the appointed link person organised a team member to be interviewed. The interviews with those thus identified as the middle managers' super and sub-ordinates, were intended to be semi-structured and examine issues raised by the middle managers. These interviews were intended to support, or otherwise, the perception of the middle manager of their situation and behaviour. In practice the interviews sometimes took place out of sequence but broad areas for investigation were established from the middle managers' questionnaire responses. In advance of the interview, both super and sub-ordinates were sent the preparation questions

(Appendix 2). It was also necessary to exercise care so that the middle managers were not compromised by the content of the questions.

It was recognised that the Category 4 middle managers, who were responsible for a large number of staff, may have had very different relationships with the various members of their team. The sample of one team member could not adequately represent this potentially wide spread of opinion but it was decided that in this research the teams would all be sampled identically, and the one team member did give one of the opinions. The range of opinion within the team of a Category 4 middle manager is worthy of further research.

The research questions in this study require consideration of the situations in which there are potential interactions between the middle manager and others from their role set. Within each case study school a number of meetings were observed. The area or department meeting of each of the middle managers was observed, where relevant, and a meeting where the middle managers were acting as sub-ordinates was also observed. The meeting observations were semi-structured and were looking for evidence of communication of role expectations, particularly those highlighted in the interviews with the middle managers and the members of their role sets. Who decided the agenda and who led proceedings were important points to note along with who was interrupted, seating arrangements and body language. An instrument was prepared utilising the ideas put forward by Williams (1984) (Appendix 3).

The observation schedule was prepared and piloted in the first case study school. The instrument was improved for the later observations. Detailed notes and diagrams to show the pattern of interaction were completed during the meetings. If the participants agreed, the proceedings, as with the interviews, were taped.

Documentary analysis was completed in each of the case study schools. Development plans, budget plans, department handbooks, staff handbooks and job descriptions were all examined for any communication of role, expected responsibilities and guidelines on decision making processes.

Sample

During the survey phase of the research, heads were asked if they were prepared to discuss with the researcher the possibility of being a case study school. Only nine schools indicated that they would be prepared to discuss the matter further.

In case there were any LEA variables, it was decided there should be one school from each authority approached with a view to their participating in the case study stage of the research. The choice of which three schools to approach was based on several factors shown in Table 3.2.

Identifier	No of middle manager responses	NOR	Age range	LEA	Funding	Approx journey time
A	2	930	11-19	i	LEA	45 mins
B	2	450	11-16	i	LEA	1 hour
C	4	1094	11-18	ii	LEA	45 mins
D	2	1375	11-18	ii	LEA	1 hour
E	2	1472	11-18	iii	GM	1hour
F	4	826	11-18	iii	GM	1 hour
G	3	821	11-16	iii	LEA	1 1/4 hours
H	3	774	11-18	iii	LEA	45 mins
I	2	741	11-16	iii	LEA	1 hour

Table 3.2: Facts about schools prepared to act as case study participants

Very few schools returned all five middle manager questionnaires, a possible reflection of the likely support for the research by those at middle management level within the school. Whilst negative attitudes, if collected and analysed, could provide valuable insights, it was unlikely that the level of support necessary for the research to be successful was likely to be forthcoming in such a situation.

Extremes of size of schools (judged by the number on roll (NOR)) were considered potentially significant because their management structures were likely to be different.

The implications of grant maintained (GM) status on the middle management role have not been considered. At this stage in the analysis, no difference in pattern of questionnaire response had been found between GM and LEA schools. A lack of acknowledgement of the possible implications of GM status on the middle management role could be considered to be a weakness and approximately 25 percent of the responding schools were GM so it was felt that one of the case study schools should be GM funded.

A further criterion indicated by Johnson (1994), is the ease with which the work can be carried out. For this reason the estimated travel time was considered (see Table 3.2).

As approximately a third of the responding schools were 11 - 16 schools it was decided that this should be reflected in the schools chosen for case study.

Taking account of all these points schools B, C and F were approached with a view to involving them in the case study stage of the research. They all agreed.

Summary

The purpose of this study was to gain an insight into what middle managers perceive as their role. An important part of the study of role is to understand how the expectations of others are communicated to the focal person, in this study, the middle manager, and how much influence their communicated expectations have on the focal person.

The study needed to produce results which were generalisable to the population so a large scale survey was completed by postal questionnaire. This gathered data on the middle managers' perceptions of the expectations of both senior management and

their team members as well as their personal expectations of their role. It also gathered data on who they perceived influenced them in their decision making and how they allocated priorities to tasks.

To increase the depth of understanding of some of the issues raised by the survey three case studies were completed. Within each school there were interviews with up to five middle managers, their line managers and a member of their teams. The middle manager interviews probed the reasoning behind the questionnaire responses in the areas of influences over decision making, priorities and expectations, and how these were communicated. The interviews with the two members of the middle managers' role sets checked their awareness of their middle managers influences, priorities and expectations as well as considering how they communicated their views to their middle manager. Meeting observations were chosen so that the middle manager was acting as a sub-ordinate at one and as a super-ordinate at the other. The observation schedule was designed to concentrate on who spoke, who interrupted, who dominated, communication of expectations and priorities as well as attempts at influence. The documentary analysis looked for formal written communication of expectations, priorities and attempts at influence.

The survey findings are reported in Chapter 5 and the case studies in Chapters 6, 7 and 8.

Chapter Four

The Pilot Survey

Outline

A questionnaire was prepared for the survey and the selected staff from two schools were asked to complete it. The results were analysed to check if the questionnaire sufficiently highlighted the points intended and apparent misunderstandings were noted. Conclusions were drawn from the pilot and where necessary alterations to both the instrument and the organisation were implemented.

Methodology

The two schools were chosen for their likelihood of a high response rate which was important given the small sample involved in the pilot. Both of the heads were known to the author personally and had previously voiced their willingness to help with the research.

Within each school the head allocated questionnaires to five staff according to the guidelines given in the accompanying letter (Appendix 1) so that there was one member of staff from each of the categories:

- a head of a major single subject eg English, Maths;
- a head of an area where the subjects are closely related eg Science, Modern Languages;
- a head of an area where the subjects are not closely related eg Design;
- a cross-curricular co-ordinator eg IT, SEN;
- a head of a department or faculty which does not fit into any of the above categories.

The heads were also asked to classify their schools by completing the number on roll and then selecting the appropriate facts about their school from those given:

- LEA / Grant Maintained
- Single sex / Co-educational
- Selective / Comprehensive

The heads were also asked to provide a simple diagram showing the management structure within their institution with lines between positions indicating management responsibility.

The pilot questionnaire is reproduced in Appendix 1.

Results and Analysis

Both heads completed their sections and returned them. One of the ten members of staff failed to return their completed questionnaire despite reminders so the response rate was 90 per cent.

Section One

This section contained questions that sought to ascertain the respondents' perceptions of their position within the organisational structure. The results are shown in Table 4.1.

Some respondents indicated their post to be in a different category to the one the head had placed them in. In one case, this was known to be because the member of staff had more than one responsibility and the head had not made clear to the respondent which of the responsibilities they were selected for. It is possible that this was true for more than one respondent but it could also have been an indicator of differential perception of the nature of their role. This situation occurred with three of the nine respondents, all from the same school.

Each respondent was allocated a unique code number so that responses could be more easily linked. The first number was the school, the second the individual respondent. They were numbered according to the head's categorisation of their post.

Code	Category of post according to head	Category of post according to respondent	Perceived line manager
1.1	head of an area where the subjects are closely related	head of a major single subject	head
1.2	head of an area where the subjects are not closely related	head of an area where the subjects are not closely related	deputy
1.3	head of a major single subject	head of a major single subject	deputy
1.4	head of a department or faculty which does not fit into any of the categories	head of an area where the subjects are not closely related	deputy
1.5	cross-curricular co-ordinator	head of a dept or faculty which does not fit into any of the categories	head
2.1	cross-curricular co-ordinator	cross-curricular co-ordinator	deputy
2.2	head of an area where subjects not closely related	head of an area where subjects not closely related	deputy
2.3	head of an area where the subjects are closely related	head of an area where the subjects are closely related	deputy
2.4	head of a major single subject	head of a major single subject	deputy

Table 4.1: Category of post and perceived line manager

The last question in this section was about line management. The structures returned by the heads indicated that in all cases the academic middle managers were line managed by a deputy head but two respondents indicated that they believed themselves to be line managed by the head. The same two respondents also selected

a different category to describe their post from that given by the head. This is evidence of role ambiguity.

It can be seen in Table 4.2, seven of the nine respondents were paid four responsibility points. Neither of the two who were paid less indicated any additional responsibilities. Two other respondents also indicated that they had no additional responsibilities so only 56 per cent of the sample identified responsibilities additional to their main middle management post.

In responding to the question about the number of staff they were responsible for, some respondents included ancillary or support staff and others clearly did not. The wording of this question was subsequently changed so that all respondents interpreted it in the same way. The number of staff varied from five to ten with an average of six. There was no apparent correlation between the number of staff managed and possession of additional responsibilities or the number of responsibility points allocated.

Code	Number of responsibility points	Responsibilities additional to main post	Number of staff responsible for
1.1	4	Yes	7
1.2	4	Yes	6
1.3	4	Yes	6
1.4	3	No	6
1.5	4	Yes	4
2.1	2	No	5
2.2	4	Yes	10
2.3	4	No	5
2.4	4	No	5

Table 4.2: Number of responsibility points, additional responsibilities and number of staff responsible for.

Section Two

This section contains questions about the individual postholder, their qualifications on initial entry to the profession, their current qualifications and the type of management training they have received.

The responses to the two questions about the number of years the respondents had been teaching and the number of years they had held their current post showed no pattern both between the two answers and the likelihood of their having additional responsibilities or the number of responsibility points paid (see Table 4.3).

Code	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4
Number of years teaching	13	20	18	14	9	34	28	19	19
Number of years in post	5	11	6	3	0.25	5	7	10	6

Table 4.3: Number of years teaching and number of years in post

Some respondents interpreted the question about the number of years in teaching as requiring the number of years since initial qualification and ignored any breaks in service. The wording of this question was made clearer in the final version. It was also suggested that the answers to the question about how many years they had been in their current post could appear as if they had been teaching for a long time before receiving promotion when in fact they may have had responsibilities previously. The question was changed in the final version to better elucidate this information.

Code	Qualification On Entry	Current Qualification
1.1	First degree plus PGCE	Advanced work in education
1.2	First degree plus PGCE	As on entry to profession
1.3	Bachelor of Education degree	As on entry to profession
1.4	Bachelor of Education degree	As on entry to profession
1.5	First degree plus PGCE	As on entry to profession
2.1	Certificate of Education	As on entry to profession
2.2	Certificate of Education	First degree
2.3	Higher degree plus PGCE	As on entry to profession
2.4	Bachelor of Education degree	Higher degree directly related to education

Table 4.4: Qualification on entry to teaching and current level of qualification

In answer to the question about their qualifications on entry to teaching, two respondents indicated that they had entered the profession with Certificates of Education, three entered with Bachelor of Education degrees, three entered with a first degree + PGCE and one respondent entered with a higher degree + PGCE. The two entering with Certificates of Education were in fact the two longest serving teachers (see Table 4.4).

67 per cent of the respondents had gained no further qualifications since entering the profession (six out of the nine respondents). One of the teachers who had entered the profession with a Certificate of Education had achieved a first degree, and another respondent had completed advanced work in Education. The sample is too small to say whether it is significant that the one remaining teacher with a Certificate of Education as the maximum qualification is the only middle manager to be allocated only two responsibility points.

Type of Management Training	Number of Respondents Receiving
School based course (more than one day)	2
School based training as part of an INSET day	1
College/Training Centre based course (more than one day)	4
Part of a qualification course (below Masters level)	1
Part of a qualification course (at Masters level)	3
More than one type of training	2

Table 4.5: Type of management training received

Table 4.5 shows the types of management training the middle managers stated they had received. All the respondents had undergone some form of management training which had been more than one day and three (33 per cent) had done it as part of a qualification course. Two of them had received more than one form of management training.

Section Three

This section in the final questionnaire was different from the pilot because piloting highlighted problems with the understanding of what was required. It was intended to show if the respondents were aware of any difference in expectations between the two main groups within their role set, the senior management team and their departmental/team members.

They were offered sixteen tasks which they were asked to tick if, in the first instance, they believed they were expected to carry out that task by their head or senior management team. In the second instance they were asked to consider the same list of tasks but viewed from their own perspective, what they considered to be their responsibility. In the third instance they were asked to tick those tasks that they

believed were expected of them by their departmental or subject team members. The tasks were not grouped by their area of the classification.

There was some evidence of misunderstanding in this section. One of the respondents had treated the entries as exclusive ie if they had ticked an item in one column they did not tick it in another column. This resulted in the appearance of considerable role ambiguity with no agreement between members of the role set as to the tasks that are required. For the purposes of this analysis this respondent's questionnaire was ignored but the wording of the revised instrument was made clearer.

Academic Tasks	Senior management	Self	Team members
Ensuring continuity of education between schools and phases.	7	6	4
Ensuring that courses cater for the range of abilities.	7	7	7
Formulating curriculum aims, objectives and content.	7	8	5
Checking teaching methods are in line with department and school policies.	7	7	4

Table 4.6: Number of respondents selecting tasks in the academic area (maximum of eight)

The majority of respondents indicated that they perceived tasks in the 'Academic' area to be expected by both themselves and their senior management (see Table 4.6). There was, however, a smaller number who perceived the tasks in this area to be expected of them by their team members with the exception of the need to 'ensure that courses cater for the range of abilities'.

Administrative Tasks	Senior Management	Self	Team Members
Making decisions about what resources to buy.	7	8	6
Organising the storage of departmental resources.	5	7	6
Maintaining department records of schemes of work, mark lists and minutes of meetings.	7	8	4
Ensuring teaching rooms are suitable and offer adequate resources.	6	7	6

Table 4.7: Number of respondents selecting tasks in the administrative area (maximum of eight)

Once again, the majority of respondents believed tasks in the Administrative area to be their responsibility but a slightly lower number believed these tasks were expected by their senior management (see Table 4.7). An even lower number believed the tasks were expected of them by their team members. Perhaps the most interesting of these is that only half of the respondents believed that their team members expected them to maintain departmental records such as mark lists. This could be an indicator of a difference of opinion of the supervisory and monitoring role of the middle manager.

Managerial Tasks	Senior Management	Self	Team Members
Monitoring the teaching of departmental staff.	7	8	6
Induction of new staff.	7	8	5
Keeping dept. staff informed of whole school matters and encouraging debate.	7	6	5
Development of departmental staff's professional abilities.	8	7	6

Table 4.8: Number of respondents selecting tasks in the managerial area (maximum of eight)

The respondents appeared to be in general agreement that the tasks in the Managerial area were both their responsibility and expected of them by senior management (see Table 4.8). Once again there was a lower number who felt that tasks in this area were expected of them by their departmental team particularly with respect to the induction of new staff and keeping them informed of whole school matters although this latter task was not felt to be their responsibility by some of the respondents.

Educational Tasks	Senior Management	Self	Team Members
Implementing a homework policy.	6	6	6
Organising the testing of pupil attainment.	6	8	6
Monitoring classes' progress through syllabi or schemes of work.	6	7	5
Deployment of pupils into teaching groups.	7	8	6

Table 4.9: Number of respondents selecting tasks in the educational area (maximum of eight)

Whilst the majority of respondents saw tasks in the Educational area as their responsibility there was a slightly lower number who believed they were expected by their senior management and by their team members (see Table 4.9). The numbers are small but it is possible that the middle managers are aware of some difference in role perception within their role set.

Section Four

In the pilot, this section was where the respondents had to indicate their priorities. There were comments that priorities vary according to the time of the school year and that some tasks were considered identical in their priority which there was no way of recording.

The priorities indicated by each respondent are shown in Table 4.10. One respondent (No. 2.1) indicated that three of the items were not actually within their control and therefore did not allocate them a priority. So that the tasks which they allocated a

low priority did not appear higher than intended and affect the average priority incorrectly, their priorities were adjusted by dividing the priority by nine and then multiplying by twelve.

Task	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4
Devising and monitoring pupil records.	8	4	3	5	12	1	4	6	5
Devising and leading INSET with dept staff.	4	5	9	10	3	9.3	11	7	3
Implementing school policy.	5	9	7	11	9	4	3	1	6
Supervising/monitoring colleagues work to ensure that policies are followed through.	3	3	4	12	8	5.3	2	4	4
Teaching subject throughout the school.	1	2	2	2	2	10.7	1	3	1
Collaborating in whole school planning.	9	12	5	4	6	2.7	10	8	7
Monitoring and controlling the use of stock and other resources.	10	6	10	3	7	12	9	9	12
Liaising with outside agencies & other schools.	12	10	11	6	4	6.7	12	12	10
Co-ordinating and overseeing marking in line with school policies.	11	11	6	9	11	n/a	8	5	8
Overseeing or assisting with the maintenance of the fabric and facilities including H& S duties.	6	8	12	8	10	n/a	5	11	9
Developing the curriculum including teaching and learning strategies.	2	1	1	1	1	n/a	7	2	2
Being in charge of funds for the department.	7	7	8	7	5	8	6	10	11

Table 4.10: Respondents order of priority for given tasks

The average priority was calculated and used to put the tasks in order. The results of this process are shown in Table 4.11. Alongside each task in the table is the classification area that the task was considered to be in.

Rank	Classification area	Average priority	Task
1	Academic	2.1	Developing the curriculum including teaching & learning strategies.
2	Educational	2.7	Teaching subject throughout the school.
3	Managerial	5.0	Supervising/monitoring colleagues work to ensure that policies are followed through.
4	Educational	5.3	Devising and monitoring pupil records.
5	Academic	6.1	Implementing school policy.
6	Managerial	6.8	Devising and leading INSET with dept staff.
7	Managerial	7.1	Collaborating in whole school planning.
8	Administrative	7.7	Being in charge of funds for the department.
=9	Educational	8.6	Co-ordinating/overseeing marking in line with school policies.
	Administrative	8.6	Overseeing or assisting with the maintenance of the fabric and facilities including Health & Safety duties.
11	Administrative	8.7	Monitoring & controlling the use of stock & other resources.
12	Academic	9.3	Liaising with outside agencies and other schools.

Table 4.11: Respondents priorities averaged and ranked according to the average priority

The process of averaging the priorities ascribed by respondents to the list of tasks, masks some significant differences in priority. For example: 'Devising and monitoring pupil records' achieved two top three rankings but also one bottom three; 'Teaching subject throughout the school' had eight top three rankings but also one in the bottom three; 'Liaising with outside agencies and other schools' was ranked in the bottom three by six respondents but one respondent ranked it fourth in their priorities.

There was no tendency for their priorities to correlate with either number of years teaching or entry qualifications with the exception of 'Devising and monitoring pupil

records' which was generally a higher priority the less time the individual had been teaching.

There does appear to be a distinct bias towards those areas most directly linked to teaching, both devising the curriculum and actually teaching. The respondents appeared to regard themselves as teachers first and foremost.

There is also a tendency for administrative tasks to be given a low priority. This is contrary to the literature which indicates a tendency for these tasks to be given priority over more managerial tasks. It is possible that the middle managers know they should be giving the managerial and educational tasks priority and have indicated this on the questionnaire but in practice they may not enact these priorities.

Section Five

This section, in the pilot, asked the respondent to consider who, amongst their role set, was the most influential when decisions were required in different areas.

The results from this section have been split into four tables. Each shows the number of respondents who indicated that particular member of the role set most likely to influence decisions in that area of responsibility. The aggregated responses are shown against either 1, 2 or 3 according to which priority was indicated.

Priority	SMT	Dept	Parents	Pupils	Others	Advisory	Assoc	Govs
1	1	4	0	0	0	3	0	0
2	1	2	0	1	0	2	2	0
3	1	2	0	4	0	0	1	0

Table 4.12: Number of respondents indicating member of role set as having a particular priority over decisions about curriculum (maximum of eight)

Table 4.12 indicates how important the departmental staff are considered to be in decisions about the curriculum with all eight respondents placing them in their top three influences. In fact, four (50 per cent) had them as their highest influence. The

Advisory/Inspectorate service was indicated five times with three of those (38 per cent) being responses pointing to them being their highest influence. It is interesting that although students or pupils were indicated five times, parents were not considered influential at all. Likewise, Governors were not considered influential which may be surprising given their formal responsibility for the curriculum.

Priority	SMT	Dept	Parents	Pupils	Others	Advisory	Assoc	Govs
1	1	7	0	0	0	0	0	0
2	2	1	0	2	1	2	0	0
3	3	0	0	1	0	3	1	0

Table 4.13: No of respondents indicating member of role set as having a particular priority over decisions about resources (maximum of eight)

Table 4.13 shows the influence of the role set in decisions about resources. Once again the departmental staff are indicated as being a strong influence. They were indicated as influential in all eight of the responses and of these, seven placed them as the highest influence (88 per cent of the total). The head or senior management were also considered influential with six responses but of these, only one was chosen as the most influential. The Advisory/Inspectorate service had five responses and were clearly considered to be influential but once again although three respondents indicated the students or pupils as influential there was no strong influence credited to parents or governors.

Priority	SMT	Dept	Parents	Pupils	Others	Advisory	Assoc	Govs
1	1	8	0	0	0	0	0	0
2	6	1	0	0	0	2	0	0
3	2	0	0	1	1	5	0	0

Table 4.14: No of respondents indicating member of role set as having a particular priority over decisions about INSET (maximum of nine)

When making decisions about INSET the influential members of the role set are not very disparate (see Table 4.14). Once again the departmental staff are most

influential with every respondent indicating them and eight having them as top priority (89 per cent). The head or senior management team were also indicated by every respondent with seven in the top two priorities (78 per cent). Seven respondents (78 per cent) chose the Advisory/Inspectorate service but Governors were again not indicated at all.

Priority	SMT	Dept	Parents	Pupils	Others	Advisory	Assoc	Govs
1	5	2	0	2	0	0	0	0
2	1	6	0	0	2	0	0	0
3	1	0	4	3	1	0	0	0

Table 4.15: No of respondents indicating member of role set as having a particular priority over decisions about discipline (maximum of nine)

Table 4.15 shows the role set influences over matters of discipline. Once again the departmental members are high in the list with eight respondents choosing them but only two were indicated as top priority. The head/senior management were indicated by seven people and five of those were top priority (56 per cent). This is possibly an indication of the whole school nature of matters of discipline. For the first time parents appear as an influence (four responses) and students/pupils have five responses but once again there is no indication that the Governors are at all influential. It would appear that discipline has a very different pattern of influences to the other responsibilities, reflecting perhaps, its more pastoral nature.

It is clear from the patterns of influence indicated that, over the four areas of decision making, the departmental or area team are the most influential members of the middle managers' role set. The head and senior management are the second most influential group. The ways in which these two groups exert their influence will be examined during the case studies.

Conclusions

The numbers in the pilot were very small so conclusions about the actual trends were difficult and likely to be inaccurate. Indications as to whether the questionnaire was going to achieve its intentions were important.

Section Three was intended to show postholders' awareness of the divergent demands placed on them by their role set. There was very little divergence in the responses. This either indicates a lack of divergence in the population, a lack of perception of the divergence or poorly constructed questions. The literature would indicate the latter . The layout of these questions was changed in the final version (see Appendix 1).

The priorities indicated in Section Four were predicted to be in line with the areas of Brydson's classification. Whilst the results here do not clearly support the prediction there is insufficient evidence to reject the hypothesis completely. It is possible that it is a true situation for the population but it is also possible that the questions did not sufficiently differentiate, with the tasks being too broad and open to different interpretations. No change was made to the tasks offered.

Improvements to instrument

There was no evidence that the original intention to gather the bulk of information for comparison purposes by questionnaire, was wrong. There were, however, some changes needed to the actual instrument used.

Within Section One, where they were being asked about their extra responsibilities (Question 1.4), it was considered that there should be a box they could tick if they were a form tutor, an explanation that break and after school duties, which a large number of staff were involved in, should not be considered as additional responsibilities and then a further question used to ascertain any additional responsibilities.

Question 1.6 (Number of staff they have responsibility for) needed expansion. There was a need to separate teaching and non-teaching staff. It was important to make clear that the figure given for the number of teaching staff should include part-time staff and not aggregate numbers of full-time equivalents (fte) because they were likely to need as much support as a full-time teacher. Because, within some departments, there are a number of staff whose main responsibilities were located elsewhere and who were therefore predominantly managed elsewhere, there needed to be some way of recording how many of the part-time teaching staff were effectively 'casuals' (see Appendix 1).

Within Section Two it was necessary to make Question 2.1 clearer. It needed to ask both 'How many years ago did you start teaching?' and 'How many years have you been teaching for (ie not including breaks in service)?'.

It was suggested that the respondents' current post might not be their first post of responsibility and therefore they should be given the opportunity to list other responsibilities they had held previously.

Many respondents had received more than one type of management training. Whilst some ticked all the categories that applied, others did not; the question should indicate that they must tick all categories that apply.

Within Section Three there was a tendency for respondents to indicate all of the tasks as their responsibility and to state that they perceived the expectations of their senior management and departmental/team members to be the same, with very little deviance. This perception was not in line with that predicted from the literature and although the situation could have changed it was important that the questionnaire was adjusted. In the final version the heads were asked to complete a similar question to the middle managers which provided a useful comparison within each school. In the middle managers' questionnaire, the question about perceptions was split into three blocks which appeared on different pages.

To reduce the risk of them simply ticking the same items in all three blocks the possibility of offering different tasks in each of the blocks was considered. This was rejected because of the problems with comparability. There was also an apparent tendency to assume all the tasks must be their responsibility otherwise they would not be listed. To overcome this tendency the inclusion of some tasks which were not normally part of the academic middle managers responsibility was contemplated, their existence to be made clear in the introduction to the question. This idea was also rejected.

The wording of the introduction and the questions in Section Four about priorities were altered and a time of year was specified.

Improvements to organisation

Because of the problem of differential perception of the categories of middle manager in the first section, the questionnaires in the survey were colour coded for each different category. It was suggested in the accompanying letter that if a member of staff had two responsibilities the head should make clear to the respondent which it was intended they should answer for.

A date by which the response should be returned was added both to the questionnaire and the accompanying letter.

Chapter Five

Survey Findings and Analysis

Introduction

The research questions set out in the Introduction (p12) were:

- What tasks do middle managers consider to be part of their role?
- How does their perception of their role compare with insights drawn from the literature?
- Are they aware of any difference in expectations of them by their colleagues at different levels in the staffing structure?
- Who do they consider to be their greatest influences in particular areas of decision-making?
- Which tasks are given the highest priority?

The questionnaire was one of the instruments used to gather data to elucidate answers to these questions. Parts of the survey provided data for all of the research questions except the last. In addition it sought information on the middle managers' position within the school management structure, the extent of their responsibility for other staff, their experience and qualifications.

Appropriate statistical tests were applied to all results which showed a potentially significant difference between categories of middle manager or between heads and middle managers. The results are only reported where these tests showed a statistically significant result.

Sample and Response Rate

The criteria used for selecting the sample, and the rationale for the approach, were explained in Chapter Three. It is important to establish that the responses provide a fair representation of the whole sample.

There were 94 schools which fitted the criteria for selection within the three authorities and constituted the 'ample for the survey. Each school was sent six questionnaires, five for the different categories of middle manager and one for the head. Few schools returned all six questionnaires, but 74.5 per cent of the schools made some response. The response statistics are shown in Table 5.1 below.

Possible response		Actual response		Percentage of possible
No of schools in sample	94	Some response	70	74.5
No of middle managers	470	Questionnaires returned	222	47.0
No of heads	94	Questionnaires returned	47	50.0

Table 5.1: Size of sample and percentage response rate

General details about the schools were collected from the questionnaire administered to the heads. A number of heads did not respond although members of their middle management did; general details about these schools were gained from The Education Authorities Directory (1995).

The original sample had 75.5 per cent of the schools as LEA funded. Of the 47 heads who responded, 73 per cent were leading LEA funded schools. All responding schools were co-educational (compared to 96.8 per cent in the sample) and all the sample schools were non-selective.

Table 5.2 shows the age range of the students in the sample schools, those whose middle managers responded and those whose heads responded.

	Schools in whole sample		Schools where middle managers responded		Schools where head responded	
Age Range	Frequency	Percent	Frequency	Percent	Frequency	Percent
11 - 16	37	39.4	23	32.9	14	29.8
11 - 18	50	53.2	40	57.1	26	55.3
11 - 19	6	6.4	6	8.6	6	12.8
11 - 17	1	1.1	1	1.4	1	2.1
Total	94	100.1	70	100.0	47	100.0

Table 5.2: Age range of pupils in schools.

Table 5.3 shows the number on roll (NOR) in the sample schools, those whose middle managers responded, and those whose heads responded. The actual numbers were asked for on the questionnaire but they are grouped here for ease of presentation.

Grouped NOR	Schools in whole sample		Schools where middle managers responded		Schools where head responded	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
≤500	6	6.4	3	4.3	3	6.4
501 - 750	25	26.6	13	18.6	5	10.6
751 - 1000	26	27.7	23	32.4	14	29.8
1001 - 1250	22	23.4	19	27.1	17	36.2
>1250	15	16.0	12	17.1	8	17.0
Total	94	100.1	70	100.0	47	100.0

Table 5.3: Number on roll (NOR) in schools (grouped)

It can be seen that the characteristics of the schools whose staff responded were representative of the whole sample.

Position Within Structure

Within the sample of 222 middle manager respondents there was an even distribution of middle managers from each of the five categories designated. (Table 5.4)

Category of middle manager	Description of category	Percentage of respondents
1	Head of a major single subject	52.1
2	Head of an area where the subjects are closely related	46.8
3	Head of an area where the subjects are not closely related	46.8
4	Cross-curricular co-ordinator	44.7
5	Head of an area which does not fit into any of the other categories	44.7
	Respondents as percentage of sample	47.0

Table 5.4: Valid percentage of respondents from each category shown as a percentage of the whole sample (one missing value)

The types of middle managers who responded as Category 5 were in fact very diverse. Some heads chose middle managers whose area of responsibility fitted one of the first four categories but the individual had not previously responded; others chose middle managers of minor departments which were not defined in the other categories, as had been the intention. The confusion was made even more apparent when the middle managers indicated themselves to be of a category other than Category 5 as their head had intended (colour coding of the questionnaires allowed

reflection on what the head had considered them to be). This applied to 59.5 per cent of the respondents placed in this category by their heads.

There were also some differences for other categories (16.7 per cent of the respondents from all other categories) between the categories the heads chose for their middle managers and those indicated by the middle managers. Throughout this analysis the category chosen by the head is the one that is used to differentiate responses but care is needed in interpreting findings because of this anomaly.

Responsibility Points

The number of responsibility points awarded did vary but 131 middle managers out of the 215 who gave valid responses were paid four responsibility points. This large number is reflected in the mean across all the categories of 3.43. Table 5.5 shows the responsibility points of respondents from the five categories along with those of the aggregated responses. Where a respondent indicated they had a part of an allowance this was placed in the tally of the responsibility point above, ie 1.5 was counted as a 2.

No of points	% valid responses					
	All	Category 1	Category 2	Category 3	Category 4	Category 5
1.0	4.2	0	0	4.7	12.2	4.9
2.0	12.1	2.1	2.4	4.7	29.3	24.4
3.0	20.5	12.5	19.0	25.6	24.4	22.0
4.0	61.9	83.3	76.2	65.1	34.1	46.3
5.0	1.4	2.0	2.4	0	0	2.4
No of responses	215	48	42	43	41	41
mean	3.43	3.84	3.79	3.50	2.78	3.17
std dev	0.875	0.439	0.520	0.809	1.031	0.998

Table 5.5: Number of responsibility points paid for middle management responsibility as a percentage of valid responses within the category.

Category 4 middle managers, the cross-curricular co-ordinators, showed a very different distribution of allowances to middle managers from the other categories. The mean showed a significant difference from the first three categories at the 95% confidence level using Tukey's Honestly Significant Difference after a One Way Anova. A large number were only paid one or two responsibility points unlike the other categories, with the exception of Category 5. Also although there was a gradual reduction in the proportion receiving four responsibility points across the first three categories (83.3, 76.2 and 65.1 per cent respectively) there were markedly less in Category 4 (34.1 per cent). This could reflect a form of hierarchy within the different types of middle manager, their 'relative worth' or importance being manifested in the number of points they are awarded. It is worthy of note that Category 1, Head of a major single subject, is likely to include two, and possibly all three, of the National Curriculum Core subjects.

Form Tutor or Similar Pastoral Responsibility

The majority (87 per cent) of the middle managers who responded had form tutor or similar pastoral duties. For Categories 1, 2, 3, and 5 the percentages of 87.8, 90.9, 93.2 and 95.2 are broadly similar but only 69 per cent of middle managers in Category 4 were form teachers or had a similar pastoral function. The questionnaire did not ask for explanation or justification of the answers so no empirically based explanation can be offered for this difference but as the middle managers in this category had cross-curricular responsibilities it is possible that they were given extra time to complete additional tasks. For example, an IT Co-ordinator might use the time to complete essential hardware or software maintenance.

Additional Responsibility

Approximately half of the respondents (51 per cent) had a additional responsibilities other than those that a large number of staff might have such as a duty team member. There was little difference between the categories, the range being from 46.5 to 56.1 per cent.

Some of the extra responsibilities were to do with aspects of the academic curriculum such as co-ordinators of GNVQ, citizenship, PSE and careers; linked to whole-school assessment such as SATs officer and exams officer or to do with its organisation such as responsibility for the timetable, leading working parties, co-ordinating equal opportunities or responsibility for students with English as a second language.

There were a number who had pastoral curriculum responsibilities as well as their academic ones. Examples of these were: National Record of Achievement (NRA) or Record of Achievement (ROA) co-ordinator, head of year, deputy year head, head of lower school, effective home-school partnership research co-ordinator, primary liaison co-ordinator, assemblies, detention rota. There were also some who were responsible for extra-curricular activities such as Duke of Edinburgh co-ordinator.

Some of the additional responsibilities involved management of staff outside of their academic curriculum areas such as INSET co-ordinator, mentor for NQTs, PGCE co-tutor, organiser of cover, professional tutor and appraisal. Some mentioned their membership of the SMT as an extra responsibility presumably because in that role they took on more whole-school responsibilities.

There were also other more idiosyncratic responsibilities such co-ordinators of weekly staff bulletins, baby-sitting courses with the Red Cross, whole school display and the monthly newsletter. Others had responsibility for locker keys, school lettings, grounds maintenance, minibus instruction and testing, first aid and health & safety.

Teaching staff

Because of the open style of the questions which related to staffing there was a large range of different responses received. For this reason, all the analysis relating to staffing will be undertaken on grouped data and the numbers relate to the numbers of teachers directly responsible to the respondent.

Middle managers ↓	No of teaching staff →	0	≤5	≤10	≤15	>15	missing	Mean	Std dev
All	All	3.7	28.9	48.6	15.6	3.2	4	7.62	6.42
	Full	9.2	45.4	37.6	6.0	1.8	4	5.80	6.39
	Part	24.7	70.3	3.7	0.9	0.5	3	1.82	1.98
Category 1	All	0	16.3	67.3	16.3	0		7.78	2.62
	Full	0	46.9	49.0	4.1	0		6.08	2.60
	Part	20.4	77.6	2.0	0	0		1.69	1.46
Category 2	All	0	9.1	61.4	27.3	2.3		8.93	3.22
	Full	0	34.1	54.5	11.4	0		7.00	3.05
	Part	11.4	86.4	2.3	0	0		1.93	1.44
Category 3	All	0	25.0	54.5	20.5	0		8.00	2.96
	Full	2.3	40.9	50.0	6.8	0		6.05	2.84
	Part	15.9	81.8	2.3	0	0		1.95	1.46
Category 4	All	12.8	59.0	12.8	5.1	10.3	3	6.96	13.50
	Full	33.3	48.7	7.7	2.6	7.7	3	5.10	13.56
	Part	37.5	52.5	2.5	5.0	2.5	2	1.82	3.09
Category 5	All	7.1	40.5	40.5	7.1	4.8		6.29	4.12
	Full	14.3	57.1	21.4	4.8	2.4		4.6	3.97
	Part	40.5	50.0	9.5	0	0		1.69	2.17

Table 5.6: Valid percentage of responding middle managers with responsibility for a number of teachers, full-time and part-time (grouped).

Bennett (1995, p109), describes a middle manager as someone who has responsibility for a team of others but eight of the middle managers had no responsibility for other teaching staff. All eight staff were in Categories 4 and 5. In addition, all seven of the middle managers responsible for one or fewer members of teaching staff were in these categories as were ten of the eleven who were responsible for two or fewer members of teaching staff. The lower staff management load could be a possible

explanation for the lower number of responsibility points paid to middle managers in this category noted earlier.

Table 5.6 shows that almost half (48.6 per cent) of the middle managers lead an area with ten or less but more than five teaching staff. However, there are 32.5 per cent who are responsible for five or less teaching staff members and 15.6 per cent who are responsible for fifteen or less but more than ten teaching staff. This spread is illustrated by the standard deviation of the distribution of 6.421. Departments or areas with a large number of teaching staff may be more difficult to manage, for example monitoring of teaching and learning by the middle manager would be a difficult task to accomplish.

The responses to questions about the number of teaching staff are shown in Table 5.6 split by full and part-time for ease of comparison. Surprisingly, Category 4 middle managers do not have a significantly different mean average number of full-time teaching staff from other categories but there is a large range as confirmed by the standard deviation of 13.5. They are also more likely to have either no part-time staff or a large number when compared to Categories 1, 2 and 3. Part-time staff can make management difficult because they may not be available for meetings during the school day, may miss other meetings or not have access to material that full-time staff do.

However, there was some evidence of misunderstanding of this question. Some respondents took the 'full-time teaching staff' to mean those on a full-time contract rather than, as was intended, those teaching full-time within the department. It is likely that for the majority of the departments or areas considered the figures would be the same but a similar misunderstanding occurred in the question about part-time staff. It was the intention that staff who taught for some of their week elsewhere within the curriculum as well as those on part-time contracts should be included here. This was not always the case and because of this differential understanding the answers to the last part, about the numbers of part-time staff whose main teaching was elsewhere, might be misleading. Staff whose main teaching is elsewhere will

possibly have split loyalties and competing priorities. It is also likely that meetings will coincide, so communication and consensus becomes more difficult.

Ancillary or associate staff

More than half of the respondents (57.5 per cent) had responsibility for ancillary staff and overall, 20.9 per cent of the respondents had five or more ancillary or associate staff responsible to them (see Table 5.7). Once again these figures mask large variations between the different categories of middle manager.

Middle managers ↓	No of ancillaries→	0	≤5	≤10	≤15	≤20	Mean	Std dev
All	All	42.5	50.2	5.0	1.9	0.5	1.73	2.63
	Full	65.2	33	1.4	0.5	0	0.74	1.53
	Part	59.7	37.1	2.3	0.9	0	0.99	1.81
Category 1	All	73.5	24.5	2.0	0	0	0.51	1.19
	Full	91.8	8.1	0	0	0	0.16	0.66
	Part	81.6	16.3	2.0	0	0	0.35	1.05
Category 2	All	22.7	77.3	0	0	0	1.89	1.40
	Full	47.7	52.3	0	0	0	0.95	1.10
	Part	52.3	47.7	0	0	0	0.93	1.17
Category 3	All	18.2	79.7	2.3	0	0	1.80	1.47
	Full	52.3	47.7	0	0	0	0.61	0.81
	Part	36.4	61.4	2.3	0	0	1.18	1.47
Category 4	All	21.4	45.3	21.4	9.5	2.4	4.08	4.58
	Full	42.9	47.6	7.1	2.4	0	1.88	2.77
	Part	42.9	45.2	7.1	4.8	0	2.20	3.03
Category 5	All	73.8	27.2	0	0	0	0.55	1.09
	Full	88.1	11.9	0	0	0	0.17	0.54
	Part	83.3	16.7	0	0	0	0.38	0.99

Table 5.7: Valid percentage of responding middle managers with responsibility for a number of ancillaries or associate staff, full-time and part-time (grouped).

Almost three quarters (73.5 and 73.8 per cent respectively) of the middle managers in Categories 1 and 5 had no ancillary staff under their supervision and about a quarter (24.5 and 26.2 per cent respectively) had five or less. Categories 2 and 3 were similar to each other in their distributions of ancillary or associate staff under their supervision. Only 38.6 and 38.7 per cent of the respondents had one or less ancillaries and less than a quarter (22.7 and 18.2 per cent respectively) had no

ancillary or associate staff support. This possibly reflects the often more practical or technical nature of the areas these middle managers were responsible for and therefore their need for ancillary support.

Category 4 middle managers had a very different pattern of ancillary responsibility, with 21.4 per cent having no ancillary or associate staff, similar to Categories 2 and 3. However, 33.3 per cent had more than five ancillary or associate staff. Analysis of the distributions with a One Way ANOVA and post hoc with a Tukey Honestly Significant Difference (HSD) showed that Category 4 middle managers do have a statistically significant different distribution of full-time ancillary responsibility. The nature of this support is likely to vary depending on the responsibility of the cross-curricular co-ordinator involved. For example, a Special Educational Needs Co-ordinator (SENCO) is likely to be responsible for a number of non teaching staff who are paid to support or assist children with special educational needs and statemented children in particular.

The distribution of part-time ancillaries showed a similar pattern with 91.8 and 88.1 per cent of Category 1 and 5 middle managers having no ancillaries compared with 47.7, 52.3 and 42.9 per cent of Categories 2, 3 and 4 middle managers. The notable difference shown by Category 4 middle managers is whereas all other categories have more than 90 per cent with two or less part-time ancillaries, 71.5 per cent of Category 4 middle managers have two or less. Once again, using the same tests, Category 4 middle managers were shown to have a statistically different distribution of part-time ancillary staff.

Middle managers with a large number of ancillary or associate staff have additional management tasks. Where the associate staff are part-time the difficulty of the task is increased. Whereas teaching staff have most of their work allocated by the time-table, associate staff will need to have their work planned and co-ordinated.

Line Manager

The majority of the respondents (59 per cent) indicated their line manager was a deputy head. Whilst there were a number of different names for this position it was interpreted as anyone whose position was immediately below the head or principal within the school structure. A much smaller number (13.5 per cent) claimed to be line managed by the head directly. Some respondents described their line manager as a 'Member of the SMT' (5.9 per cent) or a 'Senior Teacher' (9.0 per cent).

There were some discrepancies between the middle managers' and the head's description of who was the middle managers' line manager. Some of these differences were found to be nomenclature but others were genuine differences of opinion. This is shown by the cross-tabulation in Table 5.8 where the shaded squares are those where the head and middle manager agree. It is to be noted that not all middle manager responses were supported by a response from their head; 137 comparisons were possible within the 222 middle manager responses.

		Line manager according to middle manager				
		Head	Deputy or similar	SMT, ST or other	Not sure	Total
Line manager according to head	Head	5.1	2.9	0.7	0	8.7
	Deputy or similar	5.1	48.2	3.6	3.6	60.5
	SMT, ST or other	2.1	4.4	15.3	2.1	23.9
	Unclear	0.7	5.1	0.7	0	6.6
	Total	13.0	60.6	20.3	5.7	

Table 5. 8: Middle managers' perceptions of their line manager compared with their heads' perceptions as a percentage of the 137 comparisons possible.

Only 68.6 per cent of this sample agree with their head about who was their line manager. This leaves 31.4 per cent who either did not agree or for whom there was a lack of clarity. Even allowing for the 6.6 per cent of the heads' responses which were unclear, it was possible that 24.4 per cent of middle managers do not have a common understanding with their head. This is summarised in Table5. 9.

Percentage of middle managers whose perception of their line manager:	%
... was the same as their head.	68.6
... was not the same as their head.	18.8
... was unsure or not clear.	5.7
... could not be compared because their heads were unsure or not clear.	6.6

Table 5.9: Discrepancies between middle managers' and heads' opinions of line manager.

It is debatable whether the 5.7 per cent of middle managers who do not know or are unsure of their line manager are in a worse position than the remaining 18.7 per cent. The finding that about a quarter of middle managers are unclear or incorrect about who is their line manager, is serious. This would imply that they are unsure about who they are directly accountable to, who is responsible for their professional well being, their team or department's performance and their voice within the senior management team.

Individual Postholders

The next section of the questionnaire was designed to gather information about the individuals and their experience.

Years since teaching career began

Only 17.7 per cent of the middle managers who gave a valid answer had begun teaching ten or less years ago. These teachers would have entered teaching with the

National Curriculum either imminent or actually in place. Teachers who began teaching over 25 years ago (22.2 per cent of the valid sample) would have taught through the raising of the school leaving age from 15 to 16, the introduction of GCSE as well as the implementation of the National Curriculum. Over half (59.9 per cent) fall between these two extremes.

There were some differences between the responses of the five categories. A notably lower percentage (11.9 per cent compared to the overall of 17.7 per cent) of middle managers in Category 4 started teaching ten or less years ago.

Category 1 had the lowest number (12.2 per cent) of middle managers who had begun teaching more than twenty five years ago whereas Category 2 and 3 middle managers had 25.6 and 29.5 per cent respectively. This would indicate that there was a career route for experienced middle managers of this category which removed them from their middle management posts.

Years in teaching

There was little difference between the distribution of the 'Number of Years Since Teaching Career Began' and that of 'Number of Years in Teaching'. The latter frequency was to take account of the number of years experience an individual might have had allowing for breaks in service. Overall, 20.0 per cent had been teaching for ten years or less and 17.7 per cent had been teaching for more than 25 years.

Category 4 middle managers who had been teaching for more than twenty five years were not much different to the overall figure (16.7 percent compared to 17.7 per cent) but Category 1 middle managers were once again lower with only 10.2 per cent having taught for more than twenty five years.

Category 5 had 31.7 per cent of its middle managers having taught for ten years or less but the proportion who had been teaching for more than twenty five years was not very different from the overall (19.4 per cent compared to 17.7 per cent) which given the much higher percentage who had begun teaching more than twenty five

years ago would suggest that many middle managers in this category have had a break in service.

Time in current post

If Heads did choose their older more experienced middle managers for the survey they were clearly prepared to accept experience gained in other posts or other schools because 50.5 per cent of the valid responses were from middle managers who had been in their current post for five or less years although 6.4 per cent had been in their current post for more than fifteen years. A large majority (91.0 per cent of valid responses) had held a post of responsibility before.

The type of post previously held varied considerably, demonstrating that there is no clear promotion route. There were a number who had held the obvious precedents such as second in charge of a subject, head of the subject in lower school or head of a single subject who became a head of a combined subject. Some had moved sideways from a different subject and others had moved from a cross-curricular area to a more defined one. There were also a number who had moved from a pastoral post to an academic one eg Head of Year.

A lower percentage of Category 1 middle managers, compared to the overall percentage, had been in post for more than fifteen years (2.0 and 6.4 per cent respectively). The categories with the highest percentage of middle managers who had been in their current post for more than fifteen years were 2 and 3. Surprisingly Category 2 also has the highest percentage of middle managers who have been in post for five years or less (56.8 per cent compared to 50.5 per cent overall).

Middle managers in Categories 1, 2 and 3 had almost all held a post of responsibility before (95.9, 95.5 and 93.2 per cent respectively). Categories 4 and 5 had a lower percentage (88.1 and 81.0 per cent respectively) who had held a post of responsibility before but the numbers are still large. This is significant because it would indicate that becoming an academic middle manager is not the 'first step' on a 'promotion ladder'.

Qualifications

The majority (93.2 per cent) of respondents entered teaching with a recognised teaching qualification. However, there was a large variation between the categories of middle manager as to which teaching qualification they had as is shown in Table 5.10.

	Overall	Category 1	Category 2	Category 3	Category 4	Category 5
Dedicated teaching qualification						
Cert Ed	27.1	6.1	20.5	38.6	54.8	19.0
B Ed	16.7	18.4	9.1	31.8	14.3	9.5
Sub total	43.8	24.5	29.6	70.4	69.1	28.5
Post Graduate Certificate of Education (PGCE)						
First degree + PGCE	46.2	67.3	59.1	20.5	28.6	52.4
Higher degree + PGCE	3.2	2.0	2.3	0	2.4	9.5
Sub total	49.4	69.3	61.4	20.5	31.0	61.9
Entry with a recognised teaching qualification (total of above two sub totals)						
Total	93.2	93.8	91.0	90.9	100.1	90.4

Table 5.10: Teaching qualifications on entry to profession separated by category of middle manager

Category 3 (Heads of an area where the subjects are not closely related) and Category 4 (Cross-curricular co-ordinators) are much more likely to have entered teaching from a dedicated teaching course rather than studying for a degree and then 'converting' to teaching with a post graduate certificate. This could be a reflection of the type of subjects, for example Design Technology, Expressive Arts, that these two categories of middle manager are likely to be responsible for ie they are not as easily

definable as a single subject to be studied at degree level. It could also be that these subjects if taken at degree level, offer well paid opportunities outside of teaching and therefore the move into teaching is not so attractive.

Almost half of the respondents (43.2 per cent) had gone on to take further qualifications. Whilst for almost a third of these (14.1 per cent of respondents overall) this was a further, purely academic qualification such as a degree, a further degree or a higher degree, for the remainder (21.8 per cent overall) their further qualifications were directly related to education. The differences between the categories can be observed in Table 5.11.

	Overal 1	Cat 1	Cat 2	Cat 3	Cat 4	Cat 5
As on entry	56.8	65.3	56.8	61.4	40.5	58.5
Further academic qualifications	14.1	20.3	15.9	11.3	7.2	14.6
Advanced or higher work in Education	21.8	14.3	22.7	20.4	35.7	17.1
Other	7.3	0	4.5	6.8	16.7	9.8

Table 5.11: Highest level of qualification now shown as a percentage of respondents, separated into category of middle manager.

Almost 60 per cent of Category 4 middle managers had taken further qualifications and more than half of those had gained an advanced or higher level qualification in Education. This figure is much higher than for any other category of middle manager. In addition a large number of Category 4 middle manager, who were often IT Co-ordinators or Special Education Needs Co-ordinators (SENCO), had been on other forms of qualification course.

With the exception of Category 1 (Head of a major single subject), there is a higher percentage of middle managers in each category who have completed further qualifications in Education or directly related to Education than who have studied for further, purely academic qualifications. The lower percentages of Category 5 middle

managers (Head of an area which does not fit into any of the other categories) having gained further qualifications might be a reflection of the high number who have been in teaching five years or less.

Management Training

The majority of respondents (84.6 per cent) said that they had received some form of management training. However the type and amount of training varied considerably. Table 5.12 shows the percentage of valid responses that claimed to have attended each type of course but as respondents were allowed to select more than one type of course even this table masks great differences.

Type and duration	Overal 1	Cat 1	Cat 2	Cat 3	Cat 4	Cat 5
No training	15.4	8.2	6.8	13.6	26.2	21.4
School based course of one day or less	28.5	24.5	36.4	29.5	23.8	28.6
School based course of more than one day	24.9	28.6	22.7	27.3	16.7	28.6
School based course as part of an INSET day	29.4	26.5	27.3	34.1	26.2	33.3
College or training centre based course of one day or less	26.7	22.4	34.1	25.0	28.6	23.8
College or training centre based course of more than one day	39.4	51.0	52.3	34.1	26.2	31.0
Part of qualification course at less than Masters level	12.2	10.2	13.6	13.6	16.7	7.1
Part of qualification course at Masters level	19.5	10.2	27.3	20.5	19.0	21.4
Other type of management course	11.8	12.2	6.8	13.6	9.5	16.7

Table 5.12: Type and duration of management course shown as a percentage of respondents attending.

There are many patterns within the responses detailed in Table 5.12. The percentages of middle managers from Categories 1 and 2 who received no training (8.2 and 6.8 per cent) are much lower than Category 3 (13.6 per cent) which is lower again than Categories 4 and 5 (26.2 and 21.4 per cent). A notably higher percentage of Category 1 and 2 middle managers indicated that they had attended a centre based course of more than one day (51.0 and 52.3 per cent compared to 34.1,26.2 and 31.0 per cent). A lower percentage of Category 4 middle managers than other categories attended courses that lasted for more than one day.

A lower number of middle managers from Category 1 than from other categories, claimed to have taken part in management training that was part of a qualification course. This links in with the information from the previous group of questions about their highest qualification now. Whilst more Category 1 respondents had gained further academic qualifications, less had gained Education related qualifications at Advanced or Higher level.

Almost half (47.1 per cent) had more than one form of management training but of those who had only one form of management training, 12.2 per cent had one day or less and 8.1 per cent had their only management training as a school based course. This means that 27.6 per cent had one day or less management training. An almost equal number (28 per cent) had management as part of a qualification course with 19 per cent of those being at Masters level.

Influences On Decision Making

In this section the middle managers were asked to consider who influenced their decision making in four different areas of their responsibility chosen such that there was one from each of the quadrants in the classification discussed earlier (p63). They were offered eight groups of people who were likely to form part of their role sets and were asked to indicate the groups which they considered to be their most important three influences.

The following four tables show the percentage of respondents indicating that a group is the most influential and the percentage citing the group as being within their top three influences. The fifth table (p184) is provided for the purposes of aggregation.

Academic Quadrant: Curriculum Change

When considering curriculum change over half (52.4 per cent) of respondents selected 'Departmental staff' as their highest influence and only 8.5 per cent did not place departmental staff within their top three influences (see Table 5.13). The next most influential over all is the 'Head and senior management' with 15.1 per cent placing them as their highest influence and 72.2 per cent placing them in their top three. Although 'Students/pupils' and 'Advisory/Inspectorate service' were indicated as being in their top three by almost half of the respondents (47.6 and 47.2 per cent respectively), neither was ranked as the highest influence by many respondents (10.4 and 9.4 per cent respectively) but overall they are clearly influential to many middle managers. Interestingly, 'Governors' do not appear very influential at all with only 5.2 per cent placing them in their top three.

Change curriculum content at Key Stage 3	Percentage of valid responses	
	Most influential	Within top three influences
Departmental staff	52.4	91.5
Head and senior management	15.1	72.2
Students/Pupils	10.4	47.6
Advisory/Inspectorate service	9.4	47.2
Subject association	3.8	21.7
Other teaching staff	2.4	11.3
Parents/Guardians	0	7.5
Governors	0	5.2

Table 5.13: People or groups considered to be influential by middle managers in decisions about curriculum - ranked by 'Most influential'.

It is evident from these responses that the opinions of fellow subject specialists are more important than other groups for curriculum matters. It is possible that senior professional staff were considered influential through respect for their curriculum expertise but a more likely explanation is that they are in a position of authority relative to the middle managers and their support is necessary if a curriculum change is to be successful.

Administrative Quadrant: Resource Purchase

When considering the purchase of new resources the majority (68.5 per cent) of the middle managers indicated their most influential group would be their 'Departmental staff' with only 5.0 per cent not placing them within their top three influences (see Table 5.14). The 'Head and senior management' were once again the second highest influence with 15.5 per cent indicating them as the most influential but only 66.7 per cent placing them within their top three influences. That this figure is lower than for the curriculum decision could be a reflection of the greater level of delegation of this area of responsibility.

Purchase of resources to support a new course	Percentage of valid responses	
	Most influential	Within top three influences
Departmental staff	68.5	95.0
Head and senior management	15.5	66.7
Students/Pupils	4.6	43.8
Subject association	3.2	24.7
Advisory/Inspectorate service	1.4	33.3
Other teaching staff	0.9	13.7
Governors	0.5	12.3
Parents/Guardians	0	3.7

Table 5.14: People or groups considered to be most influential by middle managers in decisions about resources - ranked by 'Most influential'.

'Students/pupils' although not frequently the most influential (4.6 per cent) did appear within the top three for almost half the respondents (43.8 per cent). The 'Advisory/Inspectorate service' were considered less influential in this area because although they were indicated as in the top three by 33.3 per cent of respondents, 21.0 per cent of these were as the third most influential.

It is possible that, the 'Governors' were seen as more influential in this area because they have oversight of the budget.

Managerial Quadrant: Professional Development Plan

The 'Departmental staff' were also considered to be the most influential in professional development planning by almost two thirds of the respondents (64.8 per cent) and within the top three influences by 93.6 per cent. The fact that 35.2 per cent do not consider their 'Departmental staff' as the most influential is a recognition that professional development should serve whole school or national needs as well as an individual's interests (see Table 5.15).

The 'Head and senior management' were considered to be more influential than in the earlier two areas of decision making. Whilst they were only indicated as the most influential by 27.9 per cent of the middle managers, they were considered to be the second largest influence by more than half (54.3 per cent) and within the top three by 95.0 per cent. This is either an indication of the often whole school nature of professional development or recognition of the budgetary influence that senior managers have. This latter point could also be the reason for the influence of the 'Governors' (11.4 per cent in the 'top three influences').

Professional development plan for departmental staff or team	Percentage of valid responses	
	Most influential	Within top three influences
Departmental staff	64.8	93.6
Head and senior management	27.9	95.0
Advisory/Inspectorate service	1.8	46.1
Other teaching staff	0.5	18.3
Students/Pupils	0.5	16.4
Subject association	0.5	9.6
Governors	0	11.4
Parents/Guardians	0	2.3

Table 5.15: People or groups considered to be most influential by middle managers in decisions about a professional development plan for their departmental staff or team - ranked by 'Most influential'.

Almost half (46.1 per cent) indicated that the 'Advisory/Inspectorate service' were influential but the majority of those who selected them placed them as their third influence (33.8 per cent overall). Their greater influence in this area could be because they both provide and promote professional development opportunities.

'Student/pupils' were a considerably lower influence in this area than in the previous two. It is interesting that although they are considered influential in the area of curriculum change or the purchase of resources by almost half the respondents, they are not considered influential (only 11.4 per cent placed them in their top three) when planning the professional development which might be associated with it.

Educational Quadrant: Pupil Discipline

In respect of decisions about pupil discipline almost half of the respondents (49.3 per cent) placed the 'Departmental staff' as their largest influence and 81.6 per cent placed them in their top three (see Table 5.16). The 'Head and senior management' were clearly the second most important influence with 28.1 per cent selecting them as

their first influence, over a third (35.0 per cent) selecting as their second influence and 88 per cent placing them in the top three. Discipline is likely to be seen as a more whole school issue and therefore more likely to come under the jurisdiction of the senior management.

Discipline of a pupil being difficult within your area of responsibility	Percentage of valid responses	
	Most influential	Within top three influences
Departmental staff	49.3	81.6
Head and senior management	28.1	88.0
Other teaching staff	7.8	47.0
Students/Pupils	6.5	21.7
Parents/Guardians	1.8	41.5
Governors	0	12.4
Subject association	0	2.8
Advisory/Inspectorate service	0	1.8

Table 5.16: People or groups considered to be most influential by middle managers in decisions about discipline of a pupil within their area of responsibility - ranked by 'Most influential'

Almost half of the respondents (47 per cent) ranked 'Other staff' fairly highly by placing them in the top three influences but of these only 7.8 per cent indicated them as being the highest influence. Many respondents did annotate their questionnaires to add that they were thinking of pastoral staff such as form tutors or heads of year.

For the first time 'Parents/Guardians' were indicated as having an influence on the middle managers' decisions, 41.5 per cent indicated them as being within their top three influences. This may be because of the lack of sanctions available in school and the reliance on parents supporting the school in matters of discipline.

The pattern of influences indicated here are probably a reflection of the view that discipline is a more pastoral issue which involves a wider range of staff than the other decision areas.

Influences on Decisions: Overall findings

Table 5.17 clearly shows that the 'Departmental staff' were perceived by a large majority to be the middle managers' most influential group across the range of decision making. The 'Head and senior management' were the second most influential group but others varied in their influence depending on the area of decision making being considered. The governing body and parents were not perceived as very influential members of the middle managers' role sets.

	Most influential	ithin top three
Departmental staff	58.8	90.4
Head and senior management	21.7	80.5
Students/Pupils	5.5	32.4
Advisory/Inspectorate service	3.2	32.1
Other teaching staff	2.9	22.6
Subject association	1.9	14.7
Parents/Guardians	0.5	13.8
Governors	0.1	10.3

Table 5.17: Groups having influence in middle managers' decision making as an average over the four areas - ranked by 'Most influential'.

Expectations

The middle managers were given three identical lists of sixteen tasks. They were asked to indicate on one of the lists those tasks which they expected to take responsibility for; on another they were asked to indicate the tasks that they perceived were expected of them by their senior management; on the third they were

asked to indicate the tasks that they perceived were expected of them by their departmental or area team. The four tables below give the percentage of the respondents who indicated particular tasks in each of the three lists. The tables group the tasks according to their area of the classification.

In the questionnaire administered to heads there was an identical list of tasks and the heads were asked to indicate those tasks which they expected of their academic middle managers. The percentage of heads who selected each task are shown in the four tables below for comparison with the middle managers' responses. No attempt has been made here to align particular middle managers with their heads.

Academic Tasks

In the first three tasks shown in Table 5.18 there is close agreement between what the middle managers perceived was expected of them by their senior managers and what they expected of themselves. A lower number of middle managers perceived their teams' expectations were in line with their own.

This latter point is particularly interesting when considered alongside the findings of the question on influences which would place the departmental staff or team as the most influential group when making decisions. It would appear, from the closer alignment of perceptions, that, within the Academic area, middle managers place more importance on the role definition put forward by their senior managers than that put forward by their team.

Almost a quarter did not view 'Ensuring continuity of education between schools and phases' a part of their role and an even higher number thought their team did not expect it of them (37.1per cent). This was the one task in this area where a number of middle managers did not accept it as their responsibility even though they knew it was expected by their senior management. In fact there was almost exact agreement between the middle managers' perceptions of their senior management expectations and the actual responses of the heads, who could be accepted as being representative

of the senior management and whose expectations were not statistically significantly different from the middle managers.

Academic Tasks	Perceptions of the expectations of others as a percentage of respondents		Indicated expectations as percentage of respondents		Difference between heads and middle managers
	SMT	Team	Middle managers	Heads	
Ensuring that courses cater for the range of abilities.	97.3	86.4	96.3	97.9	1.6
Formulating curriculum aims, objectives and content.	94.6	88.3	94.0	97.9	3.9
Checking teaching methods are in line with department and school policies.	93.7	81.7	93.5	97.9	4.4
Ensuring continuity of education between schools and phases.	85.0	62.9	75.6	85.1	9.5

Table 5.18: Perceptions of the expectations of others and indicated expectations of heads and middle managers as percentage of respondents for the Academic tasks.

There was also a level of potential conflict over 'Checking teaching methods are in line with department and school policies' if only 81.7 per cent of team members really did view this as the responsibility of the middle manager. This is compared to 93.5 per cent of middle managers who said they expected the fulfilment of this task to be part of their role.

Administrative Tasks

Tasks which fall within this area of the classification are those which were previously identified by research as the most likely to be accepted and done by middle managers. It is interesting that, whereas in the previous area the middle managers indicated their expectations of themselves to be very close to their perceived expectations of their senior management, in this area their expectations of themselves are more closely aligned to the expectations they perceive their team members to have (see Table 5.19).

However, this pattern was not the same for all four tasks. The one task which was different was 'Making decisions about what resources to buy'. For this task the middle managers were closer to the perceived expectations of their senior managers.

Administrative Tasks	Perceptions of the expectations of others as a percentage of respondents		Indicated expectations as percentage of respondents		Difference between heads and middle managers
	SMT	Team	Middle managers	Heads	
Making decisions about what resources to buy.	95.5	86.9	94.0	100.0	6.0
Maintaining dept. records of schemes of work, mark lists and minutes of meetings.	98.2	93.0	92.6	97.9	5.3
Ensuring teaching rooms are suitable and offer adequate resources.	90.5	80.8	81.6	95.7	14.1
Organising the storage of departmental resources.	92.3	78.9	81.1	97.9	16.8

Table 5.19: Perceptions of the expectations of others and indicated expectations of heads and middle managers as percentage of respondents for the Administrative tasks.

The responses of the heads made it clear that all the tasks within this area were expected by them of their middle managers with between 95.7 and 100 per cent selecting the tasks. For the last two tasks their indications were found to be, at the 98 per cent confidence level, statistically significantly different from those of their middle managers after the application of a Chi Squared test.

The last two tasks show a relatively low number of middle managers perceiving them as their responsibility, in line with the expectations of their team members. It could be that tasks such as these would be delegated and the middle manager would not

actually complete the task; but tasks that are delegated still remain the responsibility of the middle manager to supervise and check they are done. It is possible that these low percentages reflect a lack of understanding of the term 'responsible for'.

These findings, when considered alongside the influences discussed earlier, show closer agreement than the previous area. The departmental team were stated as the most influential group and they do appear to influence the middle managers definition of their role in this area more than the senior managers. This was also the area where it was stated that most delegation of management is likely to have taken place. Middle managers might in this case feel empowered to allow their team more say in their role definition or feel a need to work with their team members more closely in view of the greater delegated responsibility.

Managerial Tasks

This is the area of the classification previously thought to be most likely to be neglected by the middle managers, partly because they didn't perceive it as being their part of their responsibility. (Midgley, 1980; Bullock, 1988; Earley & Fletcher-Campbell, 1989) However, there is evidence here that the tasks in this area of the classification are perceived to be the middle managers' responsibility by the middle managers, with an average of 89.7 per cent indicating that they expected to fulfil tasks in this area of the classification (see Table 5.20).

Managerial Tasks	Perceptions of the expectations of others as a percentage of respondents		Indicated expectations as percentage of respondents		Difference between heads and middle managers
	SMT	Team	Middle managers	Heads	
Monitoring the teaching of departmental staff.	95.5	83.6	91.7	95.7	4.0
Keeping dept. staff informed of whole school matters and encouraging debate.	91.9	88.7	90.3	97.9	7.6
Development of departmental staff's professional abilities.	92.3	82.2	88.9	97.9	9.0
Induction of new staff.	91.4	86.4	88.0	93.6	5.6

Table 5.20: Perceptions of the expectations of others and indicated expectations of heads and middle managers as percentage of respondents for the Managerial tasks.

Once again, as in the Academic area, the number of middle managers who selected a task as their responsibility was close to the number of those who perceived the task as expected by their senior managers. Whilst in all cases the number of middle managers who perceive a task as their responsibility is lower than the number who indicated that they perceived it as expected by their senior managers, it was within three to four per cent.

However, when considering the influences earlier, the departmental team was, as in all the areas of the classification, considered to be the most influential. Nevertheless, this, the Managerial area, was one in which the head and senior management were

accepted as having a large influence with a quarter placing them as their strongest influence and 95 per cent placing them in their top three influences. This difference is possibly a reflection of the more whole school nature of tasks in this area; they are on the 'Institutional' side of the classification discussed earlier (p63), but does not totally explain why the middle managers align their expectations with those of their senior managers rather than their team members.

An example of this is the number of middle managers who, whilst accepting that a task such as 'Monitoring the teaching of departmental staff' was not expected of them by their departmental team, nonetheless indicated that this was their responsibility . This finding differs from earlier studies (Bullock, 1988; Earley & Fletcher-Campbell, 1989) which generally found heads of department unaware of their obligation to monitor the teaching in their areas of responsibility. It would appear now that the middle managers are aware of the need for monitoring but some doubt that their team members have it as an expectation. Another task with potentially conflicting expectations is the 'Development of departmental staff's professional abilities' where the number of middle managers who indicated this as part of their responsibility was higher than those who perceived it as expected by their team members. The perception of a difference in opinion between themselves and their team members of the exact nature of their role, as illustrated by these two tasks, is an indication that middle managers formulate their opinion of what tasks fall within their role from a wider circle than just their immediate departmental or subject team, in spite of their opinions having been indicated as highly influential in the earlier section.

Once again the heads were more united in their expectations with more than 95 per cent expecting the first three tasks. The one task which was expected by fewer heads was the 'Induction of new staff' but even this was indicated by 93.6 per cent of responding heads. The indications of the heads were not statistically significant at the 95 per cent confidence level.

Educational Tasks

This area of the classification is the one, from the middle managers' perception, over which there is least agreement across the three categories of staff (see Table 5.21).

Educational Tasks	Perceptions of the expectations of others as a percentage of respondents		Indicated expectations as percentage of respondents		Difference between heads and middle mangers
	SMT	Team	Middle managers	Heads	
Monitoring classes' progress through syllabi or schemes of work.	92.3	82.6	91.7	100.0	8.3
Organising the testing of pupil attainment	91.9	79.3	86.6	97.9	11.3
Deployment of pupils into teaching groups.	84.1	82.6	83.4	100.0	16.6
Implementing a homework policy.	90.0	72.8	80.2	100.0	19.8

Table 5.21: Perceptions of the expectations of others and indicated expectations of heads and middle managers as percentage of respondents for the Educational tasks.

The middle managers who responded clearly accepted their senior managers' expectations that 'Monitoring classes' progress through syllabi or schemes of work' was their responsibility as the two percentages were very close. As with monitoring tasks which fell within other areas, there was a perception that it was not expected by some team members. All of the heads who responded expected this of their middle managers and their expectations were found to be statistically different to those of their middle managers, at the 95 per cent confidence level, after the application of a Chi Squared test.

'Organising the testing of pupil attainment' offers a very confused picture. A similar number of middle managers perceived this as expected by their senior managers as had perceived the previous task as expected. However a lower number accepted it as their responsibility and an even lower number perceived it as expected by their team members. A large number of the responding heads (97.9 per cent) expected this task of their middle managers. Once again, a statistically significant difference at the 95 per cent confidence level was found between the heads and the middle managers.

The 'deployment of pupils into teaching groups' shows consistency with the number of middle managers who perceived this to be within the expectations of both senior managers and team members being almost the same. However all the heads who responded felt this was within the middle managers' role. The difference in expectation is statistically significant at the 99 per cent confidence level. Whilst the middle managers may not be aware of any ambiguity, there clearly is some potential for confusion and a lack of communication of expectations; 16.6 per cent of the heads appear not to have made their expectations explicit to their middle managers.

'Implementing a homework policy' was expected by all of the heads who responded but only 90.0 per cent of the middle managers believed this was expected of them by their senior management and only 80.2 per cent believe it to be part of their role and expect it of themselves. It is hardly surprising then, that only 72.8 per cent believe this is expected of them by their team members. This task shows a very different profile of perceptions to other tasks both within this area of the classification and in other areas. The expectations of the heads were, once again, found to be statistically different from those of their middle managers at the 99.9 per cent confidence level after application of the Chi Squared test.

Overall the tasks in this area show the lowest number of middle managers (85.5 per cent) accepting the tasks as being part of their role. This is despite 89.6 per cent having the perception that they were expected by their senior managers.

Priorities

The middle managers were asked to place twelve tasks in priority order. The tasks were chosen such that there were three from each of the areas within the classification, placed in a random order.

The priority given to each task by a respondent was noted and the mean average priority across all the respondents for each task, was calculated. In Table 5.22 the rank order of the tasks is shown. They are ranked according to their mean average priority with the lowest score, ie top priority, first. Alongside them is shown the areas of the classification that they were taken from.

Rank	No	Task	Area	Average priority
1	5	Teaching subject throughout the school.	Edu	2.56
2	11	Developing the curriculum including teaching and learning strategies.	Aca	3.47
3	3	Implementing school policy.	Aca	5.40
4	4	Supervising/monitoring colleagues work to ensure that policies are followed through.	Man	5.43
5	1	Devising and monitoring pupil records.	Edu	5.76
6	6	Collaborating in whole school planning.	Man	6.78
7	12	Being in charge of funds for the department.	Ad	7.12
8	2	Devising and leading INSET with your departmental staff.	Man	7.13
9	9	Co-ordinating and overseeing marking in line with school policies.	Edu	7.27
10	7	Monitoring and controlling the use of stock and other resources.	Ad	7.63
11	10	Overseeing or assisting with the maintenance of the fabric and facilities including Health & Safety duties.	Ad	9.48
12	8	Liaising with outside agencies and other schools.	Aca	9.60

Table 5.22: The twelve tasks shown in rank order according to their mean average priority along with the area of the classification they are taken from.

A small mean average was the result of a large number of respondents giving the task a high priority. Similarly, a large mean average was the result of a large number of respondents giving the task a low priority. A mean average which was between these two extremes could have been the result of a large number of respondents allocating the task a middle order priority or it could have been the result of a split of opinion and the high and low priorities cancelling out. Task 12, for example, (Being in charge of funds for the department) has over a quarter (29.2 per cent) of respondents selecting it as a high priority and over a third (36.9 per cent) selecting it

as a low priority. Overall this means that 66.1 per cent of respondents placed it at an extreme of the scale but it is placed seventh in the rank order and has a mean average priority of 7.12. Other tasks which have a similar response pattern are Task 6 (Collaborating in whole school planning) and Task 2 (Devising and leading INSET with your departmental staff).

Distribution of priorities within each task

It can be seen that 'Teaching subject throughout the school' was the highest priority by a considerable amount but was not a unanimous first priority. In Table 5.23, the percentage of respondents allocating each priority to Task 5 can be seen and more than half (58.9 per cent) gave it as their first priority. A further 20.8 per cent placed it as second or third, making 79.7 per cent placed it in their top three priorities. There were, however, 11.1 per cent who placed it in their bottom six priorities. As the majority of academic middle managers have a large proportion of their time-tabled week allocated to teaching it would be interesting to know why it is such a low priority to these respondents. It is possible that teaching may not be considered to be part of the middle management role by these few respondents, ie teaching is seen as a separate role.

Task no	Percentage of valid respondents indicating each priority												Mean	Std dev
	1	2	3	4	5	6	7	8	9	10	11	12		
5	58.9	12.1	8.7	2.9	2.4	3.9	1.9	2.4	3.9	0.5	1.4	1.0	2.56	2.65
11	20.3	29.0	16.9	7.7	6.3	7.7	0.5	5.3	2.9	1.0	1.0	1.4	3.47	2.58
3	5.4	15.6	10.7	7.8	13.7	12.2	8.3	11.2	4.9	6.3	3.4	0.5	5.40	2.82
4	4.8	12.1	15.0	12.1	10.1	11.1	8.7	9.7	6.8	4.3	3.4	1.9	5.43	2.85
1*	4.3	5.8	11.1	16.4	14.5	9.2	11.1	8.7	8.7	5.3	3.4	1.4	5.76	2.69
6*	1.9	5.8	5.8	10.7	11.2	12.1	12.1	7.8	11.2	9.2	9.7	2.4	6.78	2.85
12	1.0	4.4	8.3	15.5	5.3	6.8	12.6	9.2	10.7	9.7	6.3	10.2	7.12	3.08
2	2.0	2.9	9.8	7.3	5.4	11.2	13.7	11.7	10.7	15.6	6.3	3.4	7.13	2.80
9	0	3.4	4.4	10.2	12.2	11.7	11.2	10.2	12.2	9.8	8.8	5.9	7.27	2.72
7*	0	2.9	5.8	6.3	12.6	7.7	10.6	9.7	12.6	15.0	12.1	4.8	7.63	2.74
10	1.0	2.4	2.9	3.4	2.9	4.4	5.3	7.3	6.8	11.2	18.4	34.0	9.48	2.93
8*	1.5	5.3	0.5	0.5	3.9	2.9	3.4	7.8	7.3	11.2	25.2	30.6	9.60	2.91

Table 5.23: The percentage of respondents giving particular scores to each task shown in rank order by their mean priority.

(* indicates that apparent inaccuracies in these rows and/or columns are due to rounding errors.)

Differences in priority between categories of middle manager

To see if some of the anomalies in priorities given to different tasks is due to the differences in responsibility experienced by the different categories of middle manager, each of the tasks will be looked at individually with consideration of the priorities of the different categories of middle manager.

Teaching subject throughout the school.

There are distinct differences in how important teaching is viewed by the different categories of middle manager (see Table 5.24). There were 63.8 per cent of Category 1 middle managers who placed teaching as their first priority, 83.0 per cent in their top three priorities and 95.8 per cent in their top six. There was a much lower percentage of Category 3 and 4 middle managers who selected teaching as their first priority (46.5 and 39.5 per cent). Although Category 2 middle managers had the highest percentage (79.5 per cent) who selected teaching as their first priority, a significant number (15.5 per cent) placed it outside of their top six and therefore gave it a low priority. This number is very close to the percentage of

Category 3 and 4 middle managers who placed teaching out of their top six priorities (16.2 and 18.4 per cent). This lower priority could be because the managers in these categories are more involved in co-ordination than teaching. These are the departments which usually gather together a number of disciplines under one leader or a large number of staff from different disciplines in the case of cross-curricular co-ordinators. The case studies will examine this point in more detail.

Category	First priority	Within top three	Within top six*	Within bottom six *	Mean
1	63.8	83.0	95.8	4.2	2.1
2*	79.5	82.1	84.7	15.5	2.4
3*	46.5	72.1	83.7	16.2	3.3
4	39.5	71.1	81.6	18.4	3.4
5	65.0	90.0	97.5	2.5	1.7
All	58.9	79.7	88.9	11.1	2.56

Table 5.24: Percentage of middle managers of each category who placed 'Teaching throughout the school' as a particular priority

(* indicates that apparent inaccuracies in these rows and/or columns are due to rounding errors.)

Developing the curriculum including teaching and learning strategies.

This task was ranked second overall with 66.2 per cent of respondents placing it in their top three priorities. There were some large variations in the numbers who chose this task as their first priority with a range of almost 23 per cent between Categories 2 and 3 (see Table 5.25). However these large variations are reduced to 12.1 per cent when considering the numbers who selected this task as being within their top three priorities.

Category	First priority*	Within top three*	Within top six*	Within bottom six *	Mean
1*	29.8	68.1	93.7	6.4	2.9
2	7.5	62.5	87.5	12.5	3.8
3	30.2	72.1	93.0	7.0	2.9
4*	18.9	67.5	86.4	13.5	3.6
5	12.5	60.0	77.5	22.5	4.3
All	20.3	66.2	87.9	12.1	3.47

Table 5.25: Percentage of middle managers of each category who placed 'Developing the curriculum including teaching and learning strategies' as a particular priority .

(* indicates that apparent inaccuracies in these rows and/or columns are due to rounding errors.)

Category 1 and 3 respondents do appear to attach a higher priority to this task than other categories. Category 1 middle managers also rank 'Teaching ...' very highly; both these tasks are on the 'Individual' side of the classification model.

Implementing school policy

The task ranked third overall by its average priority is 'Implementing school policy'. Its mean average priority of 5.40 shows a big variation in the priority it was allocated by the middle managers. In Table 5.26 it can be seen that whilst 31.7 per cent of respondents place this task in their top three there is 10.2 per cent who place it in their bottom three and 34.6 per cent who place it in their lower six priorities.

Category	First priority*	Within top three*	Within top six*	Within bottom six *	Mean
1*	0	29.7	59.4	40.4	5.7
2	7.5	32.5	75.0	25.0	4.9
3*	2.4	40.5	61.9	38.0	5.5
4*	10.8	24.3	56.7	43.2	5.8
5*	7.7	30.8	74.4	25.8	5.1
All	5.4	31.7	65.4	34.6	5.4

Table 5.26: Percentage of middle managers of each category who placed 'Implementing school policy' as a particular priority

(* indicates that apparent inaccuracies in these rows and/or columns are due to rounding errors.)

Only a small number of respondents selected this as their first priority. Although more middle managers from Category 4 than other categories placed this as their first priority, there were less Category 4 respondents than other categories who placed this in both their top three priorities. This shows a potentially large range in opinion about the importance of this task within the category but there is also a large range across the categories making the Category 4s' different responses less significant.

Supervising/monitoring colleagues work to ensure that policies are followed through

The fourth ranked task overall, 'Supervising/monitoring colleagues work to ensure that policies are followed through', was the first of the Management area tasks. Whilst there were not many respondents who placed this within their top three, it did attract a large percentage of the respondents in the middle order ranking. From Table 5.27 it can be seen that whilst 31.9 per cent of respondents placed this within their top three priorities, a further 33.3 per cent placed it in priorities 4 - 6. A mark of its general importance can be gathered from the fact that only 9.6 per cent placed this task in their bottom three priorities. This is much higher than earlier research, completed prior to the ERA, indicated (Midgley, 1980; Earley and Fletcher-Campbell, 1989). Not only did they find that heads of department did not monitor their team members' work but the heads of department did not perceive it as part of

their role. External expectations, notably those arising from the inspection regime, appear to have produced a transformation in the attitudes and practice of middle managers.

Category	First priority	Within top three*	Within top six*	Within bottom six *	Mean
1	2.1	36.1	78.6	21.4	5.0
2	0	35.0	62.5	37.5	5.2
3*	11.9	45.2	64.3	35.8	5.0
4*	2.6	15.7	52.5	47.4	6.5
5	7.5	25.0	65.0	35.0	5.7
All	4.8	31.9	65.2	34.8	5.4

Table 5.27: Percentage of middle managers of each category who placed 'Supervising/monitoring colleagues work to ensure that policies are followed through ' as a particular priority

(* indicates that apparent inaccuracies in these rows and/or columns are due to rounding errors.)

When looking at the split into categories, it can be seen that whilst this task does not warrant being first priority for many respondents, more than half in each category place it in their top six priorities. Category 4 middle managers (cross-curricular co-ordinators) allocated it a much lower priority than average for this task, possibly because their role as co-ordinators leaves them less direct responsibility for supervising and monitoring teaching staff.

Devising and monitoring pupil records

The task ranked fifth was the second of the tasks from the Educational area of the classification. With the exception of Category 4 middle managers, this task was not given a very high priority. Referring back to Table 5.23 it can be seen that it did in fact attract a large number of middle priorities with 68.6 per cent of respondents allocating it between priorities 4 and 9.

Category	First priority*	Within top three*	Within top six*	Within bottom six *	Mean
1*	0	17.0	53.2	46.7	6.3
2	0	15.0	55.0	45.0	6.2
3*	2.4	16.7	62.0	38.1	5.9
4*	15.8	42.1	79.0	21.1	4.2
5	5.0	17.5	60.0	40.0	6.1
All	4.3	21.2	61.3	38.6	5.8

Table 5.28: Percentage of middle managers of each category who placed 'Devising and monitoring pupil records' as a particular priority
(* indicates that apparent inaccuracies in these rows and/or columns are due to rounding erro

It is clear from Table 5.28 that this task is much more highly ranked by Category 4 middle managers than others. It is placed as first priority by 15.8 per cent compared to an average of 1.85 per cent for the other categories. This higher priority continues on through the top three priorities where 42.1 per cent placed the task compared with an average of 16.6 per cent for the other categories. This trend is explainable by the cross-curricular nature of these middle managers' role. Because of the large number of pupils that they have responsibility for, a good system of record keeping is essential. For example a SENCO is required to maintain detailed records of all the pupils who are between Stage 1 and 5 of the Code of Practice, even those for whom they have no direct teaching responsibility. This task, when considered with the different priorities for the last task, shows the potential difference in role perception by the different categories of middle manager.

Collaborating in whole school planning

The second of the Managerial areas 'Collaborating in whole school planning' was ranked sixth and is quite clearly ranked in the middle of the respondents' priorities rather than having a mean average, resulting from a large range of values (see Table 5.29).

Category	First priority	Within top three*	Within top six*	Within bottom six *	Mean
1	2.1	8.5	29.8	70.2	7.2
2	2.5	17.5	55.0	45.0	6.6
3*	2.4	14.3	61.9	38.2	6.1
4	0	18.4	52.7	47.3	6.5
5*	2.6	10.3	41.0	58.9	7.4
All	1.9	13.5	47.5	52.4	6.8

Table 5.29: Percentage of middle managers of each category who placed 'Collaborating in whole school planning' as a particular priority

(* indicates that apparent inaccuracies in these rows and/or columns are due to rounding errors.)

However, considering the responses by category shows some interesting differences. Whereas Category 1 had 29.8 per cent of its respondents place this task in their top six priorities, on average 56.5 per cent of Categories 2, 3 and 4 respondents do so. It could be that where middle managers are more secure in their area, ie in large single subject departments, the less they view participation in whole school planning as necessary.

The next three tasks are very close in their mean average (7.12, 7.13 and 7.27 respectively) but the distributions which gave rise to the means were different and are shown in Table 5.23. The three tasks involved each came from different areas of the classification.

Being in charge of funds for the department

'Being in charge of funds for the department' (Task 12) was from the 'Administrative' area and its distribution had two distinct peaks as if there were two different ways of prioritising this task.

Category	First priority	Within top three	Within top six*	Within bottom six *	Mean
1	0	12.8	42.6	57.4	7.2
2	0	17.5	50.0	50.0	6.7
3	2.3	6.9	25.5	74.5	7.9
4*	2.7	10.8	48.6	51.3	6.8
5*	0	20.5	41.0	59.1	6.9
All	1.0	13.7	41.3	58.7	7.1

Table 5.30: Percentage of middle managers of each category who placed 'Being in charge of funds for the department' as a particular priority

(* indicates that apparent inaccuracies in these rows and/or columns are due to rounding errors.)

When considering the priorities given to the task by the different categories of middle manager (see Table 5.30) it is clear that the pattern of responses by Category 3 respondents (Head of an area where the subjects are not closely related) is different to the other four. Whereas only 25.5 per cent of Category 3 middle managers indicate this task as being within their top six priorities, the remaining categories give it an average of 45.6 per cent. This difference in priority is reflected in the mean average priority for this task of 7.9 for Category 3 whereas the other categories had 7.2, 6.7, 6.8 and 6.9. Category 3 middle managers have a difficult job to perform with quite different areas of the curriculum within their management remit. This usually results in greater delegation of management responsibility to the individual areas where they have 'localised experts'. It is possible that delegation of financial responsibility is one of the responsibilities, hence it would have a much lower priority as the majority of the task is being completed by others within the team and only a checking activity remains.

Devising and leading INSET with your departmental staff

This task, from the 'Managerial' quadrant, almost showed a skewed normal distribution with its peak between the sixth and tenth priority (see Table 5.31).

Category	First priority*	Within top three*	Within top six*	Within bottom six *	Mean
1	2.1	19.1	51.0	49.0	6.5
2	2.5	15.0	35.0	65.0	7.5
3	2.4	14.3	40.5	59.5	7.1
4*	2.7	10.8	27.0	72.9	7.4
5*	0	12.8	35.9	64.2	7.4
All	2.0	14.7	38.6	61.4	7.1

Table 5.31: Percentage of middle managers of each category who placed 'Devising and leading INSET with your departmental staff' as a particular priority

(* indicates that apparent inaccuracies in these rows and/or columns are due to rounding errors.)

Although there were clearly differences between the different categories of middle manager, the most striking is that of Category 4. The difference between these managers and other categories at the 'within the top three' stage is small, but it is much larger by the 'within the top six' stage. Once again this could reflect the lack of outright responsibility for teaching staff.

Category 4 middle managers have ranked two of the three Managerial tasks lower than other categories of middle manager. Consideration of the ranking of each of the areas of the classification by the different categories will take place at the end of this section.

Co-ordinating and overseeing marking in line with school policies

This task, from the Educational area of the classification, showed an almost flat topped normal curve because of the large spread of responses which highlight a wide range of opinion about the priority of the task (see Table 5.32).

Category	First priority	Within top three*	Within top six*	Within bottom six *	Mean
1*	0	10.7	46.8	53.1	7.1
2	0	10.0	37.5	62.5	7.1
3	0	7.2	52.5	47.5	6.6
4*	0	2.7	32.4	67.5	8.1
5*	0	7.7	38.5	61.7	7.6
All	0	7.8	41.9	58.1	7.3

Table 5.32: Percentage of middle managers of each category who placed 'Co-ordinating and overseeing marking in line with school policies' as a particular priority

(* indicates that apparent inaccuracies in these rows and/or columns are due to rounding errors.)

Although there does not appear to be any clear difference between the categories when looking at the percentage placing this in their 'top six', the mean average shows that both Category 4 and 5 have given this task a lower priority on average. Given that Category 5 had such a mix of middle managers no strong conclusions can be drawn from its mean but Category 4 are once again giving tasks requiring overseeing or monitoring of teaching and its related activities a lower priority.

Monitoring and controlling the use of stock and other resources

The tasks ranked tenth and eleventh were both from the 'Administrative' quadrant. This task, ranked tenth, with no-one placing it as their first priority and only very small numbers except in Category 5 placing it in their 'top three' (see Table 5.33).

Category	First priority	Within top three*	Within top six*	Within bottom six *	Mean
1	0	8.5	38.3	61.7	7.2
2*	0	5.0	25.0	67.5	7.9
3*	0	7.0	27.9	72.2	8.3
4*	0	7.9	36.9	63.2	8.0
5*	0	15.4	41.1	59.0	6.9
All	0	8.7	35.3	64.8	7.6

Table 5.33: Percentage of middle managers of each category who placed 'Monitoring and controlling the use of stock and other resources' as a particular priority

(* indicates that apparent inaccuracies in these rows and/or columns are due to rounding errors.)

Category 3 middle managers gave this task a low priority, as did Category 2 middle managers, the difference being most noticeable when looking at the proportion of middle managers who placed this in their 'top six'. For Categories 2 and 3 it is an average of 26.5 per cent compared to an average of 38.8 per cent for the other categories which, at the 95 per cent confidence level, is found to be statistically significantly different when a Mann-Whitney test is applied. This could be another task where the sometimes divergent subjects the manager is responsible for leads to greater delegation within the department or area; 'localised experts', with their specialist knowledge, ensuring that appropriate resources are available.

Overseeing or assisting with the maintenance of the fabric and facilities including Health & Safety duties

This task was ranked eleventh and was clearly of a low priority; 83.0 per cent of respondents placed it in their bottom six priorities (see Table 5.34).

Category	First priority	Within top three*	Within top six*	Within bottom six *	Mean
1*	0	2.1	4.2	95.7	10.6
2	2.5	10.0	22.5	77.5	9.1
3*	0	9.5	30.9	69.0	8.3
4*	2.7	2.7	5.4	94.5	10.1
5	0	7.5	22.5	77.5	9.2
All	1.0	6.3	17.0	83.0	9.5

Table 5.34: Percentage of middle managers of each category who placed 'Overseeing or assisting with the maintenance of the fabric and facilities including Health & Safety duties' as a particular priority

(* indicates that apparent inaccuracies in these rows and/or columns are due to rounding errors.)

Whilst there were some differences within all the categories, there were more Category 2, 3 and 5 middle managers who placed this above the bottom six. Categories 2 and 3 have more managers from practical areas where there are probably clearer safety responsibilities and possibly direct accountability for fabric and facilities.

Liaising with outside agencies and other schools.

Placed twelfth in the rank order, this task was from the 'Academic' quadrant and so it was surprising that it was placed so low. However, a number of respondents had indicated that they did not think it was part of their role in the previous section on expectations and so would possibly indicate it as a low priority rather than ignore it or cross it out.

Category	First priority*	Within top three*	Within top six*	Within bottom six *	Mean
1*	0	2.1	6.3	93.5	10.3
2	0	2.5	7.5	92.5	10.2
3*	0	0	4.8	95.3	10.4
4*	8.1	32.4	51.3	48.6	6.7
5	0	2.5	7.5	92.5	10.0
All	1.5	7.3	14.6	85.5	9.6

Table 5.35: Percentage of middle managers of each category who placed 'Liaising with outside agencies and other schools' as a particular priority

(* indicates that apparent inaccuracies in these rows and/or columns are due to rounding errors.)

When considering the responses from the different categories it is clear that Category 4 middle managers view this responsibility very different from other categories (see Table 5.35). More than half placed this task in their top six priorities with 32.4 per cent placing it in their top three. There were a large number of Special Educational Needs Co-ordinators (SENCOs) who responded and they have very clear responsibilities under the SEN Code to ensure smooth transition between schools and phases. The priority they attach to this task possibly reflects their recognition of the delegation of legal accountability.

Distribution of priorities within areas of the classification

It can be seen that a pattern of priorities is emerging that appears to place the areas of the classification into a rank order. By consideration of the average priorities and the average rank of their tasks it is possible to form a rank order for the areas as shown in Table 5.36.

Area of classification	Average rank	Average priority
Educational	5.0	5.20
Academic	5.7	6.16
Managerial	6.0	6.45
Administrative	9.3	8.08

Table 5.36: The ranking of the Areas of Classification by considering the average rank and the average priority of the individual tasks

In three of the four areas the tasks from an area were placed close together in the overall ranking (see Table 5.22); for example, the 'Managerial' tasks were ranked fourth, sixth and eighth. This was not the case for the 'Educational' tasks which were placed a clear first, fifth and ninth. It is possible that the inclusion of 'Teaching subject throughout the school' has biased the ranking of the 'Educational' tasks as a whole. Whilst most middle managers teach for a large part of their working week, it could be said that this is the time when they are acting out the role of teacher, which takes up most of the teaching day. Holding a middle management post is an additional responsibility.

If the average priorities are recalculated without including 'Teaching subject throughout the school' then the areas appear as in Table 5.37.

Area of classification	Average rank	Average priority
Academic	5.7	6.16
Managerial	6.0	6.45
Educational	7.0	6.52
Administrative	9.3	8.08

Table 5.37: The ranking of the Areas of Classification by considering the average rank and the average priority of the individual tasks excluding 'Teaching subject throughout school'.

Earlier research (Bullock, 1988, p38) found that middle managers (predominately heads of department) were inclined to complete administrative tasks in preference to tasks from other areas. This was partly because these tasks were more visible to others outside the department and generally did not require a high level of interpersonal skills. The findings of this research suggest that administrative tasks are very low on the middle managers' priorities, despite an increase in the amount of routine administration required post ERA, but this does not mean that the task is neglected. Table 5.37 illustrates this by showing the mean average priority and the mean average rank of each of the areas of the classification. However, the priorities of middle managers may not accord with their practice and this was further investigated in the case studies.

The findings also suggest that middle managers do intend to give attention to the more 'Expressive' areas of their role. The two 'Expressive' areas, 'Managerial' and 'Educational' are placed second and third in Table 5.37 but with very similar mean average priorities to the area placed first.

Category	Academic	Managerial	Educational	Administrative
1	6.3	6.2	6.7	8.3
2	6.3	6.4	6.6	7.9
3	6.3	6.1	6.3	8.2
4	5.4	6.8	6.1	8.3
5	6.4	6.8	6.9	7.6
Aggregate	6.1	6.5	6.5	8.1

Table 5.38: The mean average priority of the individual tasks, excluding 'Teaching subject throughout school', shown by the Areas of Classification and by the category of middle manager.

If the mean average priority for the areas of the classification are considered split by the category of middle manager (see Table 5.38) then a similar pattern emerges. For all categories the Administrative area is clearly the lowest priority with a mean of 8.1 against an average priority for the other areas of 6.4.

However for two of the categories, 1 (Head of a major single subject) and 3 (Head of an area where the subjects are not closely related) the Managerial area was allocated the highest priority by a small margin whereas for the other categories, the Academic area was allocated the highest priority. In the case of the Category 4 middle managers (Cross-curricular co-ordinators) this area, with 99.9 per cent confidence, was found to be given a statistically significantly higher priority than it was for the other categories after application of a Mann-Whitney test. This same category placed a much lower priority on the managerial tasks than did middle managers from other categories. These two factors taken together are possible indicators of the different priorities forced on these middle managers by the very dispersed nature of their student groups and wide range of teaching staff involved.

It would appear that whilst there has been a general shift by middle managers from the more Administrative tasks to the more Managerial aspects of the role, the move is not consistent across the categories of middle manager. It could be said that the cross-curricular co-ordinators' role is by its very nature different, but in many schools they work to the same job description as other middle managers so the question of how this different role definition is communicated is important.

Relationship between influences, expectations and priorities.

It was noted in the last section (p189) that, despite the middle managers placing their 'Departmental team' as their strongest influence when making decisions in all areas of classification, the middle managers only aligned their role definition to the perceived role expectations of their team in one area of the classification, the 'Administrative'. In other areas, their expectations closely matched the perceived expectations of their senior managers.

The two areas which claimed the highest priorities overall, 'Academic' and 'Managerial', are both areas where the middle managers showed strong alignment with the perceived expectations of their senior managers. In contrast, the 'Administrative' area has a relatively low priority.

The final area, 'Educational', showed some ambiguity when considering expectations, with some alignment with perceived expectations of senior managers and some alignment with the perceived expectations of the departmental or area team. This was also an area where influence was accepted from a wider range of groups. It could be said that this is an area where whole school policy, departmental policy and individual teachers are, or ought to be, closely aligned. Tasks in this area include the implementation of homework, discipline, Special Education Needs and similar policies; it is an area where pressures from senior management for quality and standards meet with individual teaching and learning philosophies. Whilst the middle manager may inform their team of policies, and ask for their implementation, they may also find themselves sympathetic to the disagreements their team may have with such policies as attempts are made to put the policies into practice.

Summary

Through analysis of the questionnaire responses it has been possible to develop a picture of the rewards and responsibilities, the teaching experience and qualifications, the accepted influences, perceived expectations and priorities of academic middle managers in secondary schools.

The majority of respondents were paid four responsibility points although leaders of single subject departments were more likely to receive this level of remuneration than cross-curricular co-ordinators who were often paid only one or two responsibility points. There did appear to be some hierarchy within the categories. More than three-quarters of the respondents had form tutor or similar pastoral responsibilities and more than half had other additional responsibilities. Whilst a small number of the respondents did not have responsibility for any teaching staff, about half had responsibility for between five and ten teaching staff members. More than half also had responsibility for support or ancillary staff, with a third having responsibility for more than five individuals. However, almost three quarters of the leaders of single subject departments or areas had no support staff to manage. Just over half of the

respondents indicated that they were line managed by a deputy or similar but, overall, only 63.5 per cent agreed with their head about their line manager.

The majority of middle manager respondents (59.9 per cent) had begun teaching more than ten but less than twenty five years ago except leaders of single subject areas where only 12.2 per cent had been teaching for that long. About half of the respondents had been in their current post for five years or less and a large majority had held a post of responsibility before. Almost half of the respondents had taken further qualifications since initial qualification.

'Departmental staff' were perceived by a large majority of respondents to be the middle managers' most influential group across the range of decision making. The 'Head and senior management' were the second most influential group but others varied in their influence according to the area of decision making being considered.

Middle managers do appear to be aware of the often different expectations of both their senior managers and their team members. However, despite citing their 'Departmental team' as their largest influence, they only align their role definition to their perception of their teams' expectations for tasks in one area of the classification, the 'Administrative'. It is thought to be the area in which there has been most delegation of power to the middle managers. In two further areas, the 'Managerial' and the 'Academic', the middle managers aligned their role definition with the perceived expectations of their senior managers. There was no strong alignment of role when considering tasks within the 'Educational' area of the classification. The responding heads clearly believed tasks in this area to be the responsibility of their middle managers and it was suggested that successful fulfilment of this aspect of the middle managers' role was likely to be difficult until these ambiguities were dealt with.

Tasks in the 'Administrative quadrant, the one with the strongest alignment with the perceived team members' expectations, were given the lowest priority overall. The two areas whose tasks received the highest priority overall were the 'Academic' and

the 'Managerial'. Both of these areas had strong alignment with senior managers' expectations. Tasks in the 'Educational' area again showed ambiguity with a greater variation in the priority allocated to tasks from this area. It was suggested that this might be because tasks in this area are where whole school and departmental decisions and priorities meet the classroom. Middle managers may have difficulty separating their leadership role from their teaching role and be unclear as to whose expectations to accept.

All five of the research questions raised at the beginning of this chapter have been considered and answers put forward in light of the evidence from the questionnaire. In the following chapters, evidence from the case studies will be considered and used to support or qualify the conclusions from the questionnaire.

Chapter Six

Case Study 1: Samsted School

Background information

The school is an 11-18 community college situated in a large village with easy access to a large town and a city. It serves a predominately rural community with many of its young people brought into school each day by local authority transport. A larger than national average proportion are from high social class households but of these fewer than average have higher educational qualifications. The proportion of young people from the ethnic minorities is low and only 8.9 per cent have free school meals.

It is a grant maintained, comprehensive, co-educational school which has 'Technology College' status. There were 826 pupils on roll and 52 full-time equivalent teachers, making this a middle size secondary school but small to have a sixth form.

Management structure

The school is managed on a day to day basis through a Principal with two Vice Principals and two Assistant Principals. One of the Vice Principals is responsible for Community Education, the other is responsible for the other functions of the school. This latter individual is also the line manager of all heads of department and heads of year.

All the middle managers involved in the study were paid four additional salary points for their middle management responsibilities and, with the exception of the cross-curricular co-ordinator, they all had form tutor or similar pastoral responsibility. They were responsible for between two and nine teachers and two of the middle managers were also responsible for the work of ancillary or support staff.

Case study organisation

Within this school it was possible to interview five middle managers as planned. As with many schools who participated in the survey, the middle manager whom the head had placed in Category 5 was not 'a head of a department or faculty which did not fit into any of the other categories offered', and should have been Category 2.

Each of the middle managers were asked to select a member of their team to be interviewed; four departments participated and had a team member interviewed but the Category 3 middle manager did not want a member of her team interviewed. All of the middle managers made their department handbooks and development plans available for analysis. Observations were made of two middle managers leading a meeting with their team.

All five middle managers had the same line manager so only one line management interview was necessary. Notes were taken from certain whole school documents such as the Staff Handbook, and Development Plan. Observation was made of a management meeting which the middle managers attend. The methodology is summarised in Table 6.1.

Samsted School					
Code	Responsibility	Team member	Meeting	Handbook	Dev. Plan
LM	Vice Principal	N/A	Policy	Staff + Policy	✓
MM1	head of a major single subject	TM1	Dept	Dept	✓
MM2	head of an area where the subjects are closely related	TM2	×	Dept	✓
MM3	head of an area where the subjects are not closely related	×	×	Dept	✓
MM4	a cross-curricular co-ordinator	TM4	×	Dept	✓
MM5	head of an area which does not fit into any of the other categories	TM5	Dept	Dept	✓

Table 6.1: Summary of sources of information.

Time

The Vice Principal indicated that all middle managers had one additional non-contact lesson of 45 minutes allocated for their middle management responsibilities and therefore taught 29/35 lessons. Three of the middle managers were aware of this, one thought it was "one or two extra" and the cross-curricular co-ordinator was unsure but admitted to having "at least double" that of other heads of department. Three of the five had additional responsibilities but none attracted extra pay or additional non-contact time. There was a comment that "additional responsibilities have to prove themselves before they attract extra time".

Line Management and Management Style

The academic middle managers' job description is printed in full in the Staff Handbook. It contains statements in a section headed 'Personnel Management' such as 'The deployment and management of department staff' and 'Responsibility for the professional conduct of department staff' which intimate a line management responsibility but none specifically require the middle manager to have one to one meetings with their team members on a regular basis.

Line management of the middle managers

During the interview the middle managers were asked how they were line managed and if they had any comments to make about the style of line management.

There was a feeling amongst four of the middle managers interviewed that they were under managed or managed at a distance. They were not aware of any requirement to pass on reports or plans except the development plan; a fact which their line manager confirmed.

Three of the middle managers stated that they would go and see their line manager if there was a problem or a matter that they needed to discuss. One actually said that he:

> "... would go and talk to him when I need to."

However, there were no regular timetabled or planned meetings, a fact that was verified by the line manager. One middle manager commented:

> "I would like [senior management] to know what is going on but I would not like them to dictate what we do and how we do it. ... we should be trusted to have professional judgement but more meetings would be nice ..."

There were other associated opinions from the middle managers ranging from 'department heads being given almost total autonomy' to 'being fairly autonomous

and independent'. However, one middle manager commented that she felt very isolated, almost like being a "satellite station", and felt management was "via bits of paper and meetings."

> "Keeps throwing bits of paper at me. Can you do this? Can you do that?"

Their line manager stated that the middle managers were given a job description, asked by the Principal to fulfil the requirements of that job and then left to do the job unless problems started to show. He viewed this as:

> "... giving them the space to get on with their job, with minimal interference from us."

He monitored the quality of the departments' work by checking students' work and homework diaries, a task which one middle manager had found to be very onerous and time consuming.

There were also some positive comments from the middle managers about the line management. The recent introduction of a member of the senior management team (SMT) being assigned to each department was broadly welcomed as offering a link with the SMT.

> "... he's shown genuine interest, he has come along to meetings and commented on things and that is very welcome."

The Vice Principal stated that the purpose of the change was:

> "Not a question of supervising, it's a question of keeping in touch and being able to support, show interest ..."

One middle manager commented that her line manager was supportive over discipline issues and was sensitive about staffing issues but:

"... he doesn't monitor, he doesn't follow anything up."

Line manager's management style

The Vice Principal claimed that, on issues with tight deadlines, he adopted a 'top down' manner out of necessity but in other circumstances he was prepared to be democratic. He found it easy to see the efficiency of the 'top down' approach but accepted that democracy was more effective in the long term. He was keen to delegate but felt that:

> "It would be quicker to do it myself but less effective in the long run and there is a constant battle there."

If an issue needed exploring or emphasising then he would take the matter to the appropriate meeting, give out relevant paperwork, set a return date for responses, collate responses and then take them back to the next meeting and, when agreement was reached, expect outcomes.

Line management by the middle managers

All four team members stated that they did not have regular, individual meetings. One team member added that he had informal meetings with his middle manager if necessary whilst another stated that meetings were held on an informal basis if required by either party. Three of the team members did mention that they had regular departmental meetings.

None of the team members were required to show any records or plans to their middle managers. Exceptions that were mentioned were during appraisal or for newly qualified teachers (NQTs). One department had sharing of records at Key Stage 4 (KS4), and Key Stage 3 (KS3) assessments were passed from year to year, but the middle manager did not check the records. A team member from a different department stated that, because he and his middle manager were teaching a common

course prepared by the middle manager, it was necessary to have a lot of contact but there was no need to check the teachers' plans.

The approach of this latter department was necessary because they taught at the same time and the middle manager could not observe actual teaching, and therefore only supervised by outcome. When another of the team members had started as a NQT he was observed by the Vice Principal and his middle manager a number of times and given advice. A third team member had only been observed for the purposes of appraisal and stated that he did not feel under supervision.

Middle managers' management style

Middle Manager One

This middle manager felt that the ability to communicate widely was essential, for example, keeping transparent the process of referring departmental concerns to the SMT.

He had learnt his style 'on the job'. He had not just simply adapted the unapproachable style of some other heads of department but, despite what might appear as a 'pandering' style, he was not afraid to "get tough" when necessary. He decided what was important for the department and worked towards it, accepting the need to "put his foot down" sometimes, for example in issues of time-tabling.

> "Can't please all the people all the time. ... you have got to decide what you think is important."

He also felt that, as a head of department, when you have to show that you can apply policies successfully before you complain about others not doing them:

> "You have got to work and you have got to show your department you work damn hard."

The team member commented that his middle manager was not confrontational and always gave the background to decisions or positions. He tried to persuade them of the benefits of action. When there were whole school decisions that had to be actioned, or commented on, the middle manager usually read the minutes of the meeting, said whether or not he agreed and then invited comment.

The willingness of the middle manager to be firm was clear during the department meeting observation. One item on the agenda was about preparation for the forthcoming OFSTED inspection. Having looked at each team member's lesson plans prior to the meeting, he expressed concern that differentiation was not clear. Whilst he was full of praise for various other aspects of the plans he remained firm that they would need reworking to make differentiation explicit. There was then time allowed in the meeting for team members to raise issues and concerns about the inspection. During the meeting the middle manager frequently referred to his own practice, supporting his earlier assertion that it was important for a head of department to be seen to work. However, at the end of the item, he clearly stated the deadline for the resubmission of lesson plans to him.

Middle Manager Two

The team member described her middle manager as fair, approachable but very firm in a friendly way when things needed to be done. She was supportive, very organised, forward thinking and constantly wanting to improve and progress the department.

Issues raised by the SMT were usually brought to a department meeting for discussion but if there was not a meeting imminent and the issue required urgent attention or confirmation the middle manager would sometimes use staff room 'pigeon-holes' for written notes.

The middle manager stated that she would like to think she negotiated, gave others opportunities to have their say, led by example and was not generally authoritarian

but could be if required. She liked "to get the department to come up with ideas" so she involved others by, for example, brainstorming for ideas at department meetings.

Middle Manager Three

This middle manager's opinion could not be corroborated because she did not wish to have a team member interviewed. She felt she was a good communicator and a good listener although she sometimes thought she was too "soft". She tried to work from the 'bottom up' but warned that you can:

> "Only go as fast as your slowest [team member]."

Any issues, policies or decisions passed down to the department from senior management were delivered at a department meeting where departmental staff were just told exactly what was expected of them. She believed that management must be transparent and that her departmental staff knew exactly what was going on. She saw no benefits to hiding, filtering or diluting information and believed in being honest with all.

> "You have just got to be honest; you have just got to be straight."

She did feel that the constant change in curriculum orders, funding and staffing meant that she was in a permanent state of crisis management.

Middle Manager Four

The team member stated that his middle manager was impressively organised, a superb producer of materials and a good teacher. He also mentioned that his middle manager was very good at accepting his own strengths and weaknesses, treated the team as equals and although he:

> "... sometimes appears flustered and a little bit behind where he ought to be ... he is there, he has it all under control."

The team member, who was himself a senior manager, felt his middle manager had to develop a management style whilst in post, having had little management experience prior to this appointment.

The middle manager described his own management style by detailing various tasks and justifying his methods for their completion. He admitted to a tendency to execute most tasks himself rather than delegate, telling people after they were completed.

Middle Manager Five

The team member described his middle manager as "very laid back", did not "get worked up" and for this reason did not appear to be authoritarian although he did tell people what they had to do. He always gave a rationale for requests and, because he did not add unnecessary work, everyone just did what they were asked to do. He did voice the opinion that, at meetings, the middle manager needed to be more aware of the need for time management, to be more authoritarian and get things done; he needed to take control.

The middle manager said that a lack of time led to impatience and direction rather than request, despite his wish to be more democratic. He did try to delegate and develop staff through delegation, so departmental staff had responsibilities but felt it was not the same as democracy. Another problem was time lag caused by issues which cropped up between department meetings, these led to the use of individualised consultation which he felt could be viewed as divisive.

During the meeting observed by the author, the middle manager made the highest number of contributions but most of these were directed at specific individuals who responded directly to him rather than to the meeting as a whole. As a result a number of subsidiary conversations were pursued and at times distracted from the middle manager's attempts to gain consensus. Despite the team being seated around a table together, the management style of individualised consultation remained.

Overview of management style

Middle managers perceived that they received little structured line management from their senior manager, a situation verified by their line manager. Whilst support was available if they requested it, three of the five middle managers interviewed wanted senior management to take a more active interest in the work of their departments.

Despite their desire for more overt line management and monitoring, the middle managers did not establish formal routines with their own departmental teams. This did not concern their team members who were happy to approach their middle managers as needed for help and advice. They expected to be left to do their job without interference unless problems arose.

The middle managers all recognised the importance of empowerment and participation for their team members but in practice found it difficult to enact because of lack of time. They had all initiated structures which were designed to encourage greater participation but it was clear from the department meeting observations that these structures alone cannot lead to more democratic and participative team working.

The team members all mentioned qualities that their middle manager had which they believed made them good team leaders. These included good organisation, willingness to listen and being a good teacher. They also liked their middle manager to be honest about whole school matters, inviting comment where appropriate and passing on direction where that was needed. Some of these qualities were recognised by each middle manager and incorporated into what they believed was their management style. Only one middle manager mentioned the need to be seen to be a good teacher and putting policies into practice.

Influences on decision making

For Tables 6.2 - 6.5, the potentially influential groups of the middle managers' role sets are shown in the first column. The following ten columns show the responses of the line manager (LM), middle managers (MM) and team members (TM). The

numbers shown above these initials indicate which department category the individuals are from. In the rows below: 1 is placed next to the group perceived as having the most influence on the middle manager by that individual, 2 is placed next to the second highest influence and 3 next to the third highest influence. Each table is ranked according to the rating given by the middle managers.

Academic Quadrant: Curriculum Change

Table 6.2 shows the top three rankings of respondents in respect of curriculum change at Key Stage 3.

Curriculum		1		2		3	4		5	
	LM	MM	TM	MM	TM	MM	MM	TM	MM	TM
Departmental staff	2	1 &2		1	1	1	3	1	2	1
Students/Pupils				3	2		1		1	
Head and senior management	1	3	2		3	2	2	2		2
Advisory/Inspectorate service			1	2		3		3	3	
Subject association						3				3
Governors	3		3							
Parents/Guardians										
Other teaching staff										

Table 6.2: Influences considered when changing curriculum content at Key Stage 3

It can be seen that three of the five middle managers placed their department or area team as their highest or most important influence when considering decisions about the curriculum.

Two of the middle managers had processes in place to ensure the involvement of team members in the curriculum development process. One had ideas researched by the departmental Key Stage Co-ordinator who took their findings to a department

meeting for team members to consider the findings, ideas, effects and costs before a decision was made at the next meeting. The other middle manager stated that the team needed to be involved to ensure change happened so curriculum change was dealt with at meetings even if it sometimes took more than one. The third middle manager who placed her departmental team as her largest influence said that this was because they were the subject specialists and the ones who had "the handle on the curriculum".

One of three team members who placed the 'Departmental Team' as the main influence commented that her head of department used the strengths and weaknesses of the team and their specialist input whilst another commented that:

> "In all the cases I put department staff first because any manager actually manages by consent. The middle manager has got to be influenced by them."

He stated that there was a need for middle managers to persuade, represent and respond to their own department.

The Vice Principal thought the 'Departmental staff' should be their second influence because they were responsible for deciding how to teach the National Curriculum, supplying the "actual nuts and bolts".

The students or pupils were indicated as a top three influence by three of the middle managers, two of these as the highest influence. One of these middle managers felt the students' opinion was particularly important and she ensured open routes for evaluation by the students. The middle manager who placed them third, believed they should be a higher priority but the path for their opinions needed be made clearer and more official.

None of the middle management participants placed the 'Head and senior management' as the highest influence and two did not place them in their top three influences. The Vice Principal considered the 'Head and senior management' should

be the middle managers' highest influence and an example of how they try to influence the work of the department was found in the Corporate Development Plan which set targets for development such as "Departments to write Action Plans to address Differentiation." Two middle managers placed senior management as their second influence, the first because their control of funding enabled them to enforce initiatives and the second because their whole school perspective made them important. All four of the team members interviewed placed the 'Head and senior management' in their top three. Their influence was perceived to be through the 'Curriculum Working Group', through their hold on both time and resources, and because they were required to "OK" large changes.

The Vice Principal considered the 'Governing body' should be their third influence because they had to give their approval of any change but none of the middle managers included them.

Administrative Quadrant: Resource Purchase

Table 6.3 shows the top three rankings of respondents in respect of resources for a new course.

Resources		1		2		3	4		5	
	LM	MM	TM	MM	TM	MM	MM	TM	MM	TM
Departmental staff	1	1 &2	1	1	2	2	1	1	2	1
Subject association					3	1		2	1	
Head and senior management	3		2	3	1		2			2
Students/Pupils	2			2	3		3			
Other teaching staff						3				3
Advisory/Inspectorate service			3					3	3	
Parents/Guardians										
Governors										

Table 6.3: Influences considered when purchasing resources to support a new course.

It can be seen that three of the middle managers, their line manager, the Vice Principal and three of the four team members placed 'Departmental staff' as their main influence. The remainder placed them second.

One of the middle managers had initiated a system of internal delegation with team members having small allocations to buy routine items of resources. Decisions on more expensive items were democratically reached at meetings. His team member commented on full consultation taking place but also added that his middle manager seemed to know what the team wanted and needed. Another middle manager, who placed her departmental team second, felt that new members of staff should be given the opportunity to bring fresh ideas into the arena. Her team member agreed that the departmental team were given the opportunity to discuss what they wanted. The other middle manager who placed his team as the second most important influence sometimes gathered their opinions during departmental meetings but also occasionally through more informal meetings or by seeking out particular individuals.

His team member also commented that his middle manager appeared to know what the team wanted and needed

Subject associations were cited by two of the middle managers, both of whom placed them as their first influence in decision making about resources and commented on how they valued them for their reviews of resources.

Only two middle managers cited the senior management team as being within their top three influences. The Vice Principal placed them third and felt that their influence was probably most keenly felt by their control of the finance. One of the middle managers echoed this opinion in stating that:

> "It is not that they decide what resources I buy, I decide that for myself but obviously the amount of money I am going to have to work with influences what I buy ..."

These restrictions were clearly recognised by the team members, with three of them placing senior management within their top three influences and two of them commenting on their control of the finance.

The two middle managers who indicated students as being within their top three influences mentioned students' needs and their evaluation of existing resources. One of them wanted to make student evaluation of resources more official and valued.

> "Students and pupils and departmental staff should have equal priority but they don't ... I have on occasions trialled materials with students and asked them for formal feedback on it before we've taken on a new book or piece or resource material."

Management Quadrant: Professional Development Plan

Table 6.4 shows the top three rankings of respondents in respect of professional development.

Professional Development		1		2		3	4		5	
	LM	MM	TM	MM	TM	MM	MM	TM	MM	TM
Departmental staff	1	1	1	1	1	1	1	1	1	2
Head and senior management	2	2	2		2	2	2	2	2	1
Advisory/Inspectorate service		3	3	2		3		3	3	
Students/Pupils				3	3					3
Governors	3									
Parents/Guardians										
Other teaching staff										
Subject association										

Table 6.4: Influences considered when developing a professional development plan for departmental staff or team.

It shows the almost unanimous verdict on the influences on the professional development plan for departmental staff with all five middle managers, three of the four team members and the Vice Principal placing their departmental or area team as the highest influence when making decisions related to a professional development plan.

One middle manager did state that he preferred to respond to need rather than have a detailed plan in advance but INSET plans were drawn up from the development plan each year and team members had an input into those. Sometimes he identified staff needs and suggested courses for particular staff to attend. The team member verified that if an individual had particular needs related to improving practice then the head

of department would include appropriate support within the plans. A statement in the department handbook verifies this:

> "Where specific individual needs are identified which cannot be accommodated, for instance as a result of the appraisal process or linked to the induction of newly qualified staff, the head of department will approach senior staff with a view to securing additional funding."

Another department head liked to respond to staff making formal or informal requests for INSET because these requests were always focussed on needs identified by the staff.

The 'Head and senior management' were cited as the second highest influence by four of the middle managers, three of the four team members and the Vice Principal. One middle manager related this to funding, which the Vice Principal accepted as the probable route of influence and which one of the team members referred to as control of the "purse strings". Another middle manager and one of the team members commented that the senior management passed down a framework within which the department had to place its plan.

This feeling of direction from outside the department is contrary to a statement in the Staff Handbook under the heading of Staff Development:

> "Each curriculum area is responsible for its INSET need and, after open discussion , is awarded a budget allocation ... Each curriculum leader is then responsible for the organisation and evaluation of appropriate INSET."

The Policy Statement on staff development makes clearer the process of assessment of INSET need:

"Each curriculum area is responsible for the production of [their part of] the College Development Plan, an integral part of which is a statement of INSET need to support planned curriculum development."

However, at the Policy Committee meeting observed, the Vice Principal spoke for nineteen minutes of a twenty two minute slot on the Development Plan. During this time he informed the meeting that he had prepared a plan for how the grant for development was to be used and that the budget had been 'top sliced' for IT training. He checked clarity and invited questions but stated that there was not much room for negotiation.

Four of the middle managers and two of the team members placed the Advisory/Inspectorate service within their top three influences. The service's influence was felt by the majority as being through the courses they offered but one team members commented on the advice they gave.

One lone middle manager placed the students or pupils within their top three influences because they felt that INSET should be based around student needs and how to meet those needs and the Vice Principal was the only interviewee to cite the potential influence of the Governors.

Educational Quadrant: Pupil Discipline

Table 6.5 shows the top three rankings of respondents in respect of pupil discipline.

Discipline		1		2		3	4		5	
	LM	MM	TM	MM	TM	MM	MM	TM	MM	TM
Head and senior management	2	2	1	1		3	1		2	3
Departmental staff	1	1	2		2	2		1	1	1
Other teaching staff				2	3	1		3		
Parents/Guardians		3	3		1			2		
Students/Pupils									3	2
Governors	3									
Advisory/Inspectorate service										
Subject association										

Table 6.5: Influences considered when a decision is required over the discipline of a pupil being difficult within the area of responsibility.

One middle manager stated that the head and senior management were the only influence, as their views were representative of school policy and yet for another middle manager, senior management were rarely involved in matters of discipline, despite being placed as the second influence. Two other middle managers expressed the view that, as support was not always forthcoming, they avoided passing matters to senior management despite having them placed as their second influence. The team member who placed the senior management as the top influence stated that the senior management were responsible for the whole school policy which he felt was fairly prescriptive. Another team member, who placed senior management as the third influence, felt they put pressure on the middle managers to respond in a particular way.

One of the middle managers had set up a departmental code for recording and reporting discipline issues but indicated that the process had to fit within the whole school code of discipline. Similar roles for departmental staff was cited by another head of department but only two middle managers placed their 'Departmental staff'

as their strongest influence. The Vice Principal cited 'Departmental staff' as likely to be the strongest influence because of the need to deal with classroom in-discipline within the department.

Two middle managers mentioned that the heads of year were kept informed of matters but were not in either case seen as very influential. However, another middle manager felt that the head of year had an important role and placed 'Other staff' as her strongest influence and departmental staff second.

Expectations

When the list from the questionnaire is compared with the generic job description for a Head of Department, published in the Staff Handbook, most of the tasks in this list are included within the expectations expressed there with some tasks in the questionnaire having an almost matching statement in the job description. These tasks are shown in Table 6.6.

Tasks in list from questionnaire	Tasks from generic job description
Deployment of pupils into teaching groups.	To organise student grouping in a way which is consistent with stated College policy.
Development of departmental staff's professional abilities.	To facilitate the professional development of department staff by encouraging provision of appropriate INSET opportunities and by engaging in the appraisal process for professional development in a way which is consistent with stated College policy.
Induction of new staff	To provide professional support for new dept staff and supervision of student teachers.
Ensuring that courses cater for the range of abilities.	To liaise with the Manager for Special Education Needs to ensure equal opportunity for curriculum access for all students.
Ensuring continuity of education between schools and phases.	To represent the College in matters relating to curriculum liaison with partner schools.

Table 6.6: Tasks from the middle managers' questionnaire that had an equivalent statement in the generic job description.

It was more common for one task from either source to be sufficiently broad that it encompassed more than one task from the other list as is shown by the comparisons in Table 6.7.

Tasks in list from questionnaire	Tasks from generic job description
• Formulating curriculum aims, objectives and content.	• To ensure that the dept is up to date in all matters relating to curriculum development and assessment. • To review, revise and construct Schemes of Work for the department in a way which is consistent with stated College policy. • To ensure that the National Curriculum and elements of the appropriate cross-curricular themes are delivered effectively.
• Maintaining department records of schemes of work, mark lists and minutes of meetings. • Keeping departmental staff informed of whole school matters and encouraging debate.	• To arrange for the dept to meet regularly for the discussion of dept and College policy, and to ensure that minutes are taken and circulated to the appropriate staff. • To represent dept views through attendance at the appropriate meetings in the College cycle.
• Implementing a homework policy. • Checking teaching methods are in line with department and school policies.	• To ensure that stated College policy is carried out effectively within the department.
• Monitoring classes' progress through syllabi or schemes of work. • Maintaining department records of schemes of work, mark lists and minutes of meetings.	• To ensure that accurate records are kept on students' progress in a way which is consistent with stated College policy on assessment and recording.
• Monitoring the teaching of departmental staff. • Checking teaching methods are in line	• To be responsible for the quality of work within the department.

Tasks in list from questionnaire	Tasks from generic job description
with department and school policies.	
• Organising the storage of departmental resources. • Making decisions about what resources to buy.	• To be responsible for resource management: selecting, purchasing and maintaining stocks of all department resources and equipment; general maintenance of department facilities, including security and safety; ensuring the provision of up-to-date stock inventories.

Table 6.7: Tasks from the middle managers' questionnaire and statements in the generic job description which had no direct equivalent.

There were a number of tasks in the job description which were not included in the list in the questionnaire but only two tasks from the questionnaire list did not appear in the generic job description. These were:

- Ensuring teaching rooms are suitable and offer adequate resources.
- Organising the testing of pupil attainment.

All the middle managers indicated that each of the items on the list, with only one exception, were their responsibility. The one exception did not indicate 'Ensuring continuity of education between schools and phases' as his responsibility. One stated that:

> "This doesn't mean I don't do many as part of a team or delegate them or parts of them to others."

Another commented that his team members knew that he did not have to do all the jobs although he remained responsible for them. However, a third middle manager felt unable to delegate much of his responsibility because his team members all had

additional whole school responsibilities. One department allocated all the responsibilities.

> "We have got a department responsibilities schedule which is up on the wall in my office. Every department responsibility is written up on there. It is up there for the whole year then it is renegotiated for the following year through department meetings, through the development plan and through the appraisal process. So each person in the department knows what is expected of them."

The team member was aware that many of the tasks for which her middle manager was responsible were allocated to different staff within the department with a clear system for checking. She had ticked all the tasks on the list but she did not believe that her middle manager should actually do them all.

When asked how senior management expectations were communicated, two of the middle managers stated that they were made explicit in the generic job description in the Staff Handbook. One of them also felt that it was the way that her role was communicated to her team. She did feel that expectations needed clarification at times but that senior management just assumed the job, as communicated in the description, was happening.

However, another middle manager, having ticked all the items in the 'Senior Management' list, did feel that their expectations were difficult to measure. She felt there were a number of unwritten expectations.

> "I think the expectations of senior management are more an impression. There isn't anything I can use to measure the expectations of senior management, for example, paperwork. ... There isn't a written rule from senior management that I do this, this and this. I haven't got a [specific] job description which lays down all these things. ... Generally you know what is expected of you, you just know."

One of the middle managers, when asked how his departmental team communicated their expectations, stated that they simply expected their middle manager to be "the fount of all knowledge". Another middle manager was in a not uncommon position of all of his departmental team being senior managers and it was difficult to separate their expectations as senior managers from those they held as team members. He treated them as if they were the same.

One team member indicated only half of the tasks but stated at interview that he could easily have selected them all. Two others, whilst accepting that the list proffered for the interview encompassed those tasks normally expected of middle managers, believed it was unrealisable, added up to a lot of responsibility and, despite being mainly small items, added up to a significant load. One of them added that:

> "To be honest I don't know what the SMT expect of him."

In Tables 6.8 to 6.11 below the tasks are shown in the first column, the following ten columns show the responses of the line manager, middle managers and team members where ✓ represents expectation, LM represents line manager, MM represents middle manager and TM represents team member. The numbers shown in the row above these initials indicate which department category the individuals are from.

Academic tasks

Tasks		1		2		3	4		5	
	LM	MM	TM	MM	TM	MM	MM	TM	MM	TM
Ensuring continuity of education between schools and phases.		✓	✓	✓	✓	✓	✓	✓		✓
Ensuring that courses cater for the range of abilities.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Formulating curriculum aims, objectives and content.	✓	✓		✓	✓	✓	✓	✓	✓	✓
Checking teaching methods are in line with department and school policies.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Table 6.8: Academic tasks

As can be seen in Table 6.8, at Samsted School only one middle manager did not select the questionnaire item 'Ensuring continuity of education between schools and phases'. He said that it would be nice to have the opportunity to liaise with KS2 teachers but primary schools would become overloaded if all the departments attempted to liaise with them, an opinion supported by the Vice Principal who also did not select this task. He stated that middle managers were responsible for ensuring continuity between KS3 and KS4 and were expected to try with KS2 to KS3.

All participants selected 'Ensuring that courses cater for the range of abilities'. Expectations are clear in the policy 'Provision for the More Able Student' where there is a statement:

> "Departments should aim to ensure that provision for students is designed to challenge them in such ways as to provide opportunities for them to develop towards their full potential."

Four of the five department handbooks had statements about the rationale, purpose, aims and objectives of teaching in their subject.

Administrative tasks

Tasks		1		2		3	4		5	
	LM	MM	TM	MM	TM	MM	MM	TM	MM	TM
Making decisions about what resources to buy.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Organising the storage of departmental resources.	✓	✓		✓	✓	✓	✓	✓	✓	✓
Maintaining dept. records of schemes of work, mark lists and minutes of meetings.	✓	✓		✓	✓	✓	✓	✓	✓	✓
Ensuring teaching rooms are suitable and offer adequate resources.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Table 6.9: Administrative tasks

In Table 6.9 it can be seen that 'Making decisions about what resources to buy' and 'Ensuring teaching rooms are suitable ...' were indicated by all interviewees. The Vice Principal stated that middle managers were responsible for raising issues if rooms were unsuitable and could make requests for major items to make rooms more suitable. A team member commented that team members should inform their middle manager of inadequate resources or rooming.

'Organising the storage of departmental resources' and 'Maintaining department records of schemes of work, mark lists and minutes of meetings' were indicated by all interviewees with the exception of one team member. One of the middle managers commented that his department staff hold lists of pupils and their assessment results but his department handbook stated that "Marks are recorded on common accessible

record cards ..." One of the team members from another department commented that he did not feel it was the middle manager's place to keep mark lists, believing instead that each teacher should keep their own.

Managerial tasks

Tasks		1		2		3	4		5	
	LM	MM	TM	MM	TM	MM	MM	TM	MM	TM
Monitoring the teaching of departmental staff.	✓	✓		✓	✓	✓	✓	✓	✓	✓
Induction of new staff.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Keeping dept. staff informed of whole school matters and encouraging debate.	✓	✓	✓	✓	✓	✓		✓	✓	✓
Development of departmental staff's professional abilities.	✓	✓	✓	✓	✓	✓	✓		✓	✓

Table 6.10: Managerial tasks

One team member among all the interviewees, did not indicate 'Monitoring the teaching of departmental staff' (see Table 6.10). He admitted that some monitoring was reasonable and qualified his response by accepting it was part of appraisal but did not think it should be part of the middle manager's role on a regular basis. He felt he had come into a profession and should be trusted to do his job without constant checking, unless a problem was highlighted. However, all the other staff interviewed accepted the middle manager's monitoring role and this demonstrates a change in attitude from earlier research.

One head of department felt that there was less monitoring at this school than at his previous one which had led to a mixed interpretation of his role when he first arrived. His team member commented that:

> "He only comes in to formally observe when we are involved in appraisal."

There was unanimous support that 'Induction of new staff' was part of the middle managers' role. The Vice Principal stated that there was a school induction program but middle managers were expected to monitor the new teacher's levels of performance and were expected to have their own departmental induction. The policy on the 'Induction of Newly Appointed/Qualified Teachers' states:

> "It is the responsibility of the HOD to observe the NQT teaching at least termly."

The one middle manager who did not indicate 'Keeping departmental staff informed of whole school matters ... ' explained that all of his team members were senior managers. His team member, however, did feel that encouraging debate on whole school issues was a vital task but it is possible that he was commenting on the middle manager's role in more general terms.

All interviewees except one selected 'Development of departmental staff's professional abilities'. The one team member who did not agree stated that he felt the middle manager had very little control over the development of departmental staff's professional skills since the budget dictated what he could and could not do.

One department handbook had a statement about their department meetings:

> "... at least one main item is development and about improving the quality of teaching and learning in our area."

Educational tasks

Tasks		1		2		3	4		5	
	LM	MM	TM	MM	TM	MM	MM	TM	MM	TM
Implementing a homework policy.	✓	✓		✓	✓	✓	✓		✓	✓
Organising the testing of pupil attainment.		✓		✓	✓	✓	✓	✓	✓	✓
Monitoring classes' progress through syllabi or schemes of work.	✓	✓		✓	✓	✓	✓	✓	✓	✓
Deployment of pupils into teaching groups.	✓	✓		✓	✓	✓	✓		✓	✓

Table 6.11: Educational tasks

In Table 6.11 it can be seen that within the Samsted School interviewees, two team members did not indicate 'Implementing a homework policy' as part of their middle managers' responsibilities. The first of these felt that implementing a homework policy was the teacher's responsibility. The second was more practical in his analysis:

> "In truth, a number of these are in reality impossible. ... he cannot make me set a homework even if he is standing in the room ..."

One of the middle managers believed that his team members did not expect homework to be monitored but the team member interviewed did expect this monitoring.

It is possible that there was some misunderstanding about the exact meaning of 'Organising the testing of pupil attainment'. The Vice Principal did not indicate this as being part of the middle managers' responsibility but said that he expected departments to mark students' work as part of assessing attainment and looked for

the marking policy being applied consistently. The 'Assessment and Recording Policy' contained the sentence:

> "An essential requirement ... is that all subject areas include in their schemes of work at least three specific assessment points for each year group each academic year."

Two department handbooks made very clear their policy on marking and assessment. In the first, within their KS3 course outline, it states that there will be half termly tests with the marks being recorded. At KS4 the handbook stipulates that

> "Every few weeks students will be assessed by their teacher on the work that they have just covered."

The process of checking was made clear:

> "Any reports, marking etc which does not meet the standards or set criteria will be returned to the member of staff concerned and will need to be redone. The decision of the Head of Department is final."

The second department handbook offered strict guidelines on how often exercise books should be marked, how homework should be checked for completion, advice on not all work having to be thoroughly marked but stated that when it was, comments on attainment and effort were expected. Within its detail was the comment that 'overcorrecting was to be avoided, only three spellings per piece of work. ...'

Only one team member amongst all the interviewees at Samsted School did not indicate 'Monitoring classes' progress through syllabi or schemes of work' as part of the middle managers' role.

Two of the team member interviewees did not indicate 'Deployment of pupils into teaching groups' as part of the middle managers' responsibility, one of whom stated that the timetable stipulated pupil groupings. The Vice Principal stated that where students were set, the middle managers were involved in decisions about deployment, otherwise they were not.

Priorities

Table 6.12 includes the responses of the line manager (LM), middle managers (MM) and team members (TM) interviewed at Samsted School. The average priority for Samsted School (SS) is also shown as is the priority accorded each task within the survey as a whole (S). The subsequent discussion below focuses on those items included in the top three priorities by two or more middle managers.

Tasks	Average priority		No. of top three priorities				1		2		3	4		5	
	S	SS	LM	MM	TM	LM	MM	TM	MM	TM	MM	MM	TM	MM	TM
Developing the curriculum ...	3.5	1.6	1	5	4	2	1	2	2	2	1	2	1	2	1
Teaching subject ...	2.6	3.2	0	4	2	10	2	1	1	1	11	1	6	1	10
Supervising/monitoring colleagues work ...	5.4	6.2	1	2	2	3	9	10	3	9	3	9	2	7	3
Devising & monitoring pupil records.	5.8	5.2	0	1	1	4	5	3	6	10	5	7	12	3	9
Being in charge of funds ..	7.1	6.4	0	1	1	9	3	8	4	3	12	4	4	9	7
Collaborating in whole school planning.	6.8	6.6	0	1	1	8	6	6	9	5	4	3	5	11	2
Devising and leading INSET ...	7.1	5.8	0	1	0	7	4	4	8	8	2	11	7	4	6
Implementing school policy.	5.4	7.0	1	0	0	1	8	5	7	7	10	5	10	5	4
Monitoring and controlling the use of stock ...	7.6	7.4	0	0	1	6	7	9	10	4	8	6	3	6	8
Co-ordinating and overseeing marking ...	7.3	7.6	0	0	0	5	10	11	5	12	7	8	11	8	5
Liaising with outside agencies and other schools.	9.6	9.6	0	0	0	12	11	7	11	11	6	10	8	10	11
Overseeing or assisting with the maintenance of the fabric and facilities ...	9.5	11.4	0	0	0	11	12	12	12	6	9	12	9	12	12

Table 6.12: The priorities as expressed by the middle managers and the members of their role set.

[The table is ranked according to the number of top three priorities allocated. The description of the tasks has been shortened in some cases.]

Developing the curriculum including teaching and learning strategies

Two of the middle managers placed this task as their first priority, one because this task was 'what departmental leadership was about'. The second stated that it was a priority because teaching was why she was there, she was in school for the students, therefore developing the curriculum and aiming at good quality was important. She went on to say that the forward thinking ethos within the school "skewed the way of

thinking" towards continual development but that the SMT did not insist on curriculum development.

Of the remaining three, all of whom placed this task within their top three, one, who placed it as their second priority, stated that developing the curriculum was her "hobby horse". She felt it was important both because it was linked to teaching and because she wanted to set a good example. Another middle manager stated that he felt this was the main aspect of the role. It was his personal view that it was important and there was no-one else to do it.

It is clear that the role set also view this as a very important part of the middle managers' role with two team members placing it as the first and two placing it as the second priority. The line manager, having placed it second, said it was the prime function of the school. One of the team members who placed it first said that it was "...what I want the middle manager to do". He continued by saying that the middle manager needed to make sure the team were going the right way and the children "are getting a good deal". Another team member commented that there were a lot of new things being introduced and it was important to keep pace with them.

Teaching subject throughout the school

Three of the middle managers placed this task as their first priority. One stated that this was because she was still a teacher first and foremost, teaching was important, she spent most of her time teaching and she tried not to allow extra responsibilities to compromise her teaching. Another commented that teaching was the 'raison d'être' for being there regardless of the management level.

> "At the end of the day we are here to teach and we are teachers and we should teach ..."

However, there were some large differences in opinion between the middle managers about the relative importance of this task. It was a very high priority for four but a very low priority (11th) for a fifth.

Within the role set the opinions on the importance of this task were divided, as they were for the middle managers. Two of the team members were in virtual agreement with their middle managers that it should be a high priority. One of them stated that:

> "We are here to teach and that's what we should be doing."

He had been told by colleagues that this was an "old fashioned" idea and was concerned that promotion took teachers out of the classroom and peripheral tasks took too much time away from teaching. The second made a similar comment. She felt that her middle manager had been employed to be a teacher and her other role should be considered supplementary not a replacement.

> "I think that is what they are appointed to do, they are a teacher above all."

<u>Supervising/monitoring colleagues work to ensure that policies are followed through</u>
There was a very clear split in opinion over the importance of this task with two of the middle managers placing it as their third priority. One did so because she believed it was still to do with teaching; it was a way of ensuring that pupils got the best possible experience. The second felt that lack of time mitigated against her monitoring in the way that she would like. The remaining three gave it a much lower priority. One of these did so because colleagues within his departmental team did not like it.

> "Definitely would be a higher priority if it wasn't seen as a threat. Have got people in the department who are quite nervous of being observed. ... They don't feel comfortable with being watched."

He accepted that it was one of the department's weaknesses but felt the situation was the result of the actual personalities in post.

Two of the team members placed this as a high priority, higher than their respective middle managers. One of them, who was himself a senior manager within the school, commented that:

> "This place has got to be about quality of teaching, quality of learning and if our middle managers do not know what is going on in the areas they are responsible for then they cannot take on that responsibility."

The other commented that monitoring of colleagues work was important because it was necessary to make sure that they were doing what they should be and that they understood. However one of the team members who gave monitoring a low priority commented that:

> "... if it was being done every week, I think I would get very offended at that ..."

It is clear that despite their apparent acceptance of monitoring as part of the role of the middle manager (see Table 6.10), the range of priorities accorded to the task is an indication of differences in the level of acceptance.

Other priorities

One potential area for role conflict was the task 'Implementing school policy' which the Vice Principal placed as the top priority. The team members were in close agreement with their middle managers and placed it as a middle to low priority. The line manager felt that it had to be a high priority because in his opinion middle managers were responsible for policy implementation after it had been "thrashed out." He also commented that these first three priorities were:

> "... the essence of the middle managers job: to receive and to contribute to school policy and make sure it is actually executed at their level."

Influences over priorities

One middle manager stated that his top three were what he was held accountable for, what the law says a teacher must do, what he was employed to do, and were fundamental to being a teacher. He felt that in the main he had brought the priorities to the job but some were developed through training and some through watching other heads of department.

Another middle manager formulated her priorities based on her own personal ethos to teaching and also her reaction to a role assumed by other middle managers who tackled whole school development and middle management tasks with an 'eye on promotion'. Whereas they would leave their classroom to deal with other issues and allow their own classes, her number one priority has to be teaching her own classes.

Of the other middle managers one cited the generic job description as the main communication of priorities and did not feel that anyone else influenced his priorities whilst another pointed out that his first three priorities were all to do with teaching and learning. He felt that was what the business was all about. The priorities were influenced by the ethos or culture of the school which he believed to be shared between the staff, that they were in teaching to teach.

Summary

The participants in this case study perceived the most important influences on the middle managers' decision making to be their departmental team members in three of the four decision making areas. In the fourth area, that of discipline, whilst the members of the role set still indicated the departmental team as the most influential, the middle managers rated the head and senior management more highly.

The middle managers attempted to have a participative style of management, being open and approachable to their team members but they did very little regular monitoring of their team's work with no requirements to show records and plans. This is similar to the style of line management they experienced themselves which attracted comments about feeling under managed and being 'left to get on with it'.

There was one team member from all the interviewees who did not indicate 'Monitoring the teaching of departmental staff' as part of his expectations of his middle manager. Whilst accepting that some monitoring was reasonable, such as part of appraisal, he did not view it as a regular part of the middle manager's role. Another team member stated that his middle manager only came in to observe his teaching as part of appraisal. This is despite the monitoring of colleagues' work being placed fifth overall for both middle managers and team members in their ranking of priorities. It was ranked in the top three by two middle managers and three members of the role set. However there was some spread of opinion with one middle manager commenting that he had given the task a low priority because his team were not comfortable with being observed.

The middle managers and their team members agreed that the top two priorities were developing the curriculum and teaching the subject. The line manager, however, had a different first priority: implementing school policy, which was only ranked seventh by the other two groups. This difference appears to relate to respondents' positions in the hierarchy.

Chapter Seven

Case Study 2: Westwood College

Background information

The school is an 11-16 co-educational comprehensive community college situated on an inner city site adjacent to a large council housing estate. There are few pupils from the ethnic minorities. The college roll has declined greatly over recent years and now stands at 450 pupils, 50 per cent of whom are eligible for free school meals and over 200 are on the college register for special educational needs. There are 33 full-time equivalent teachers, which was generous staffing because of its falling roll. It was in direct competition with another local school and was threatened by closure under a local authority re-organisation. During the time of the case study it was under 'Special Measures' following an OFSTED inspection and the need to address issues raised in their OFSTED action plan was likely to have affected many of their normal procedures. Despite theses difficulties the staff remained very positive and there was astrong sense of comradeship

Management structure

The college is managed by a Principal with one Vice Principal and four senior teachers. Three of the senior teachers, the Vice Principal and Principal are responsible for line managing the middle managers, having allocated individuals whom they manage, not necessarily in their own subject. The remaining senior teacher is responsible for co-ordinating the community team.

Three of the middle managers involved in the study were paid three additional salary points for their middle management responsibilities and the fourth was paid two. They all had form tutor or similar pastoral responsibility but only one had other additional responsibilities. They were responsible for between four and eight teachers and three of the middle managers were also responsible for the work of ancillary or support staff.

Case study organisation

Within this case study school it was only possible to interview four middle managers. As with many schools which participated in the survey, the middle manager whom the head had placed in Category 5 was not 'a head of a department or faculty which did not fit into any of the other categories offered', and should have been Category 2.

The Vice Principal arranged all the interviews and meeting observations. She selected the team members who were to be included, booked accommodation for the interviews and informed all the staff concerned.

All of the middle managers made their department handbooks and management plans available for analysis. Observations were made of three middle managers leading a meeting with their teams. The fourth middle manager did not have a team meeting during the case study period.

Two of the middle managers had the same line manager so only three line management interviews were necessary. Notes were taken from certain whole school documents such as the Professional Development and Support Booklet and Management Plan. Observation was made of a management meeting which the middle managers attended. The methodology for Case Study 2 is summarised in Table 7.1.

Code	Responsibility	Line manager	Team member	Dept. Meeting	Dept. Handbook	Dev. Plan
MM1	head of a major single subject	LM1	TM1	✓	✓	✓
MM3	head of an area where the subjects are not closely related	LM3/5	TM3	×	✓	✓
MM4	a cross-curricular co-ordinator	LM4	TM4	✓	✓	✓
MM5	head of an area which does not fit into any of the other categories	LM3/5	TM5	✓	✓	✓

Table 7.1: Summary of sources of information.

Time

The Principal, who was also one of the line managers interviewed, stated that all middle managers had two extra non-contact lessons for their management role in addition to the three of an ordinary classroom teacher. Another line manager thought that classroom teachers had five non-contact lessons and consequently was incorrect about his middle manager's non-contact time. The cross-curricular co-ordinator had nine lessons more non-contact time than other middle managers because of the amount of paperwork involved in her role.

Line Management and Management Style

There was no generic job description as such but an almost identical job profile for the head of department was included in each department handbook. The section on 'Functional relationships' contained the statement: 'Line management of the

[subject] team', and the section 'Responsible to' indicated the Principal and SMT Mentor.

Line management of the middle managers

During the interview the middle managers were asked how they were line managed and if they had any comments to make about their style of line management.

There was a general recognition of the need to have regular 'time-tabled slots' for supervision meetings with the line manager both from the senior managers and the middle managers.

Line Manager One

This line manager claimed to have formal meetings with her middle manager fortnightly, to discuss plans, and informal meetings weekly. If particular issues, such as discussing a new appointment, required a formal meeting then a separate meeting was arranged. Her middle manager did not perceive the meetings as being so regular, with formal ones being once a half term as mentor and once a half term as line manager but he did feel able to 'drop in' for help as required. The plans discussed were strategic, such as the development plan, but the line manager was always "very interested in the way things have gone." Despite teaching in her middle manager's subject area, the line manager did not attend department meetings because two other senior managers also taught within the department, one of whom was the previous head of department, and she did not want the meeting to become 'too top heavy'.

The line manager initially described her style as "Meddling!". She admitted to being directive and forthright but felt she listened well and her underlying philosophy was to work for consensus. She did not 'nit pick' about the content of plans as long as they were cross-referenced, agreed and covered the whole school issues required. She did highlight anomalies but if everything was working smoothly then the middle manager was left to manage. If there were problems, the middle manager would be asked to explain his rationale or actions. She added that there was not enough time to know everything.

Line Manager Two

The second line manager stated that there were regular time-tabled slots for line management meetings but, in practice, he did not meet regularly with his middle manager. At the beginning of the year they had met weekly but the meetings had moved further apart during the year. The middle manager added that the pattern of meetings had not worked as the year progressed. In the line manager's opinion the middle manager involved did not need regular meetings.

At their infrequent meetings the middle manager stated that they discussed "what we are at and where we are going". The line manager supported this and stated that they talked about long term plans and strategies. The line manager attended meetings that the middle manager had with other subject co-ordinators.

Line Manager Three

This line manager, who managed two of the middle managers involved in the case study, did not have a set slot within her directed week to meet with her middle managers and was unable to spend the time she would wish managing them. This lack of formalised meetings was a product of the timetable because she was teaching a higher proportion of her week than would normally be expected of someone in her position. However, the middle managers were free to approach her for mentoring and support as they felt they required it.

In her opinion she should be involved with monitoring the departments' function but wasn't. She had her own aims and objectives for the departments but did not enforce her views, preferring to "work with the middle manager" by making suggestions and discussing decisions needed. She considered herself "to be supportive and sensitive to the needs of her middle managers."

She taught within one of her middle managers' departments but, according to the middle manager, there was no problem with the twin role. This situation meant that

she did see all the plans and attended departmental meetings. Nonetheless, they did try to meet a few times a term and had agreed to try to meet more regularly.

The other middle manager commented that her line manager was "there if I want her." However, she did not receive any active supervision, with no regular meetings and no slots on the timetable for supervision. Her line manager did not come to department meetings and did not require any records or plans to be shown to her. The middle manager knew that she could make an appointment to have a meeting if she required it but considered that informality undermined supervision and therefore saw a need to have supervision regularly time-tabled. She had previously had 'non-managerial' mentoring and still met with the mentor if she felt the need to "talk something through".

Line management by the middle managers

Middle Manager One

This middle manager described his style as "Unique!!" He had a very experienced team, which included the Principal, Vice Principal, previous head of department now a senior teacher, and two part-time team members who had held middle management posts previously and was only in his third year of teaching. He was aware of the very difficult position this placed him in. As a result, he tended to consult his team but, if there was no consensus, he was prepared to make a decision because 'at the end of the day' it was his responsibility. Despite his difficult position:

> "I am happy to 'tackle' or challenge staff if there appears to be shortcomings or lack of conformity."

There were no supervision meetings but, according to the team member, the department team monitor each other. There were a number of statements within the department handbook which supported this notion of a 'sharing culture' such as:

> "To ensure that we continue to share good practice we will meet as a department at least every six weeks to discuss curriculum issues ..."

"Over the past two years our main source of staff development has been a regular department meeting. This will continue into this year with department meetings being held once a week."

"Structured programme of observation to improve our ability to share good practice."

There were regular informal meetings because they all taught within a subject base. The team member indicated that this meant the middle manager informally saw plans. Within the department handbook there was a declaration that the middle manager could request to see plans and records.

The team member recognised the difficult situation the middle manager was in and she appreciated that he was young and inexperienced. However, she felt this sometimes resulted in unsuitable management approaches, and, although he did talk to staff about issue, it was often only on an informal basis. Whilst he did pass on information and could explain himself well he was sometimes "brash and very demanding". She praised his organisation and commented that he could "be trusted to get a job done" and "follow things up", he was very energetic, enthusiastic and "driven by a passion for teaching".

Middle Manager Three

This middle manager's comment on his own style was that others have said he is "a bit laid back." He thought he was respected by his team and well liked with an open, non-dictatorial style of management. He believed in giving his staff freedom to express themselves so that his team members did come, discuss concerns and "vent steam" and, if necessary, he made representations on their behalf. He commented that it was a very friendly department and that the team "tend not to argue about anything."

His team member commented:

"He has got a really laid back approach; is a really supportive person on a personal level. He is great"

She described him as very open, giving opportunities to voice opinions, doing things by discussion and could be trusted to represent his team members' views fairly.

The middle manager stated that there were few whole school issues to be introduced at departmental meetings because they were dealt with through Staff Meetings. He introduced changes within the department by making a suggestion at a department meeting, seeking and obtaining support, proceeding with the change and then evaluating. The team member had a similar view of policy implementation.

There were no regular department meetings because the department was very disparate, with subjects appearing in different timetable blocks, so, unlike other departments, they could not have meetings built into the timetable. They had completed their Management Plan in a lunch-time.

There were also no individual line management meetings between the team member and her middle manager. The team member stated this was because of difficulties within the timetable. She was officially supposed to show her records and plans to her middle manager but in practice she did not.

Middle Manager Four

This middle manager stated that she would never ask her team to do something that she was not prepared to do herself. She believed it was important to work as a team, with every member valued, and everyone able to express their opinions. She felt there was usually a fair consensus within the department and although she always put her own view forward she did listen to others. This was verified by her team member who said that her middle manager did "listen and take on alternative suggestions", managing "more by discussion than by imposing." She was "certainly not confrontational."

If the senior management passed down a decision then the middle manager informed the department team at the next team meeting. They then discuss how to implement it, voice any concerns, do their best to implement it and evaluate the execution leading to feedback to the SMT. Her team member described her as 'fairly democratic' although she did on occasions "make a stand". Usually there was a preliminary discussion which the middle manager formalised into a document which formed the focus of further discussion followed by a decision or another round of documented summary and discussion.

Middle Manager Five

This middle manager believed in a collegial approach to management so that the newly qualified teacher (NQT):

> "knows he has just as much right to put forward ideas as an experienced member of staff."

However she was prepared to change her approach:

> "I can be assertive if I think someone is veering away from what I want, so I can pull rank ..."

An example of her collegial approach was found within her Department Handbook:

> "We agreed to use support lessons to observe each other. Each member of staff should observe once and be observed once each term."

The middle manager stated that the approach to the implementation of whole school policies was usually by agreement within the team. If someone did not comply, the team member guessed that his middle manager would try to find out the reason for the non-implementation. He also stated that if his middle manager did not agree with a particular whole school issue then she would tell the senior management.

The team member described his middle manager as;

> "Fairly informal when managing people."

He commented that the team were generally "advised not told", that is, they were informed as colleagues not instructed as sub-ordinates. She was very organised and:

> "... ensures the rest of us are organised. Bit of a perfectionist."

He was aware that if he was asked if he could do something, "he was expected to say 'yes'."

Department meetings were once a week and gave the opportunity for airing problems and concerns plus the team member had regular informal meetings with his middle manager but not time-tabled ones. He commented that the line management relationship aided work.

> "Any problems that I have she is always the first to hear of it."

He did not have to show records or plans to his middle manager and they haven't been asked for except prior to the OFSTED inspection.

Overview of management style

The degree and style of line management varied enormously between the line managers. This was largely a factor of time and teaching patterns and was viewed as unfortunate by both the middle managers and their line managers. The relationship was more one of mentoring than supervision and the middle managers all found their line managers approachable.

None of the middle managers had line management meetings with their team members. There were either logistical reasons such as timetabling problems or a

feeling that there were sufficient informal meetings to serve the purpose. There were regular department meetings when issues could be discussed.

The middle managers liked to consider themselves approachable and were keen to share decision making with their teams but all the teams were aware that their middle managers would make the final decision if needed.

Influences on decision making

For Tables 7.2 - 7.5, the potentially influential groups of the middle managers' role sets are shown in the first column. The following twelve columns show the responses of the line managers (LM), middle managers (MM) and team members (TM). The numbers above these initials indicate which department category the individuals are from. In the rows below: 1 is placed next to the group perceived as having the most influence on the middle manager by that individual, 2 is placed next to the second highest influence and 3 next to the third highest influence. Each table is ranked according to their rating by the middle managers. Throughout LM3 and 5 are the same person. Their responses were only counted once but are shown for ease of comparison.

Academic Quadrant: Curriculum Change

Table 7.2 shows the top three rankings of respondents in respect of curriculum change at Key Stage 3.

Curriculum	1			3 *			4			5		
	LM	MM	TM	LM	MM	TM	LM	MM	TM	LM	MM	TM
Departmental staff	2	1	1	3	1		2	3	1	3	1	2
Advisory/Inspectorate service		2	2	1	2			2	3	1	2	
Head and senior management	1			2			3	1		2	3	1
Students/Pupils	3	3	3		3		1					
Other teaching staff									2			3
Parents/Guardians												
Subject association												
Governors												

Table 7.2: Influences considered when changing curriculum content at Key Stage 3.

*Did not make a response in this area of decision making.

It can be seen that three of the four middle managers placed their departmental staff as their most important influence. The cross-curricular co-ordinator placed them third but as her responsibility and curriculum decisions affected the whole staff, they would effectively be school wide policies.

Placing their departmental team as their strongest influence, one of the middle managers stated:

> "It is really, really, important to listen to your team's ideas so they have a sense of purpose and being part of it ... a shared responsibility."

Another commented that because of the large number of experienced staff within his department he could not 'hand down' decisions, he had to consult. The third middle manager stated that they were the main influence because:

"We are the ones that know the National Curriculum, we are the ones that go on courses, we are the ones that talk to people in other schools."

None of the line managers indicated the departmental staff as the main influence but all indicated them as being within the top three. One of them stated that this was "because they are the ones who deliver the curriculum" and another thought they might influence the middle manager by taking their concerns to her. The third line manager recognised that, as a cross-curricular co-ordinator, his middle manager was influenced not just by her own team but by other departments' staff as well.

Two of the team members placed the departmental staff as the top influence and one placed them second. Comments included the fact that they have the working knowledge of the curriculum and it was discussed regularly, and the department "worked very closely together".

All four of the middle managers had placed the 'Advisory/Inspectorate service' as their second highest influence. One of the middle managers stated that he had been on courses that had made recommendations; he felt they could bring a national perspective and experience from outside his current school. Two other middle managers stated that their subject advisors had come into school to advise on possible changes.

Only one of the line managers indicated the 'Advisory/Inspectorate service' and that was as the strongest influence because she believed whatever was coming from them was going to affect decisions.

One of the two team members who cited the 'Advisory/Inspectorate service' as being within her middle managers' top three influences stated that the service helped the department to decide what it wants. The team member of the cross-curricular co-ordinator commented that, for her middle manager, the influential group had to

include the Educational Psychologist, Occupational Therapist and other similar persons.

The 'Head and senior management' did not feature strongly in most middle managers' influences but were the strongest cumulative influence indicated by the line managers. The cross-curricular co-ordinator ranked them as her main influence whilst another middle manager justified their third place by stating that they did need to consider the implications for the wider curriculum.

The Head, speaking as a line manager, stated:

> "If there is a need for change then I would want to be influential."

The line manager who placed them as the second influence felt that there might be cause to question the appropriateness of the curriculum because of evidence such as SATs results whilst the one who ranked them third indicated that their support would be needed for decisions.

Only one team member placed the senior management in the top three influences; he ranked them first and justified their position by stating that it was their job to ensure coverage of the National Curriculum.

Students were placed as their third influence by two middle managers; one because he believed it was important to listen to the students and seek their evaluations, and the other:

> "Because there is no point making a change if the change does not directly affect teaching and learning."

They were the third strongest influence, cumulatively, for the line managers. The line manager who placed them as the highest influence justified this by stating that 'the curriculum was what went on in the students' head.' His middle manager did not

indicate the students as being in her top three influences at all. The other line manager stated that the students should be at the centre of any change and their views should be gathered either passively or proactively.

One team member indicated the students and stated that it is necessary "to arrange the curriculum around the type of students you have".

Administrative Quadrant: Resource Purchase

Table 7.3 shows the top three rankings of respondents in respect of resources for a new course.

Resources	1			3 *			4			5		
	LM	MM	TM	LM	MM	TM	LM	MM	TM	LM	MM	TM
Departmental staff	1	1	1	1	1		1	1	1	1	1	1
Students/Pupils		2									2	3
Head and senior management	3		2		2		3		2		3	2
Advisory/Inspectorate service	2			3	3			2		3		
Other teaching staff		3	3	2			2	3		2		
Governors									3			
Parents/Guardians												
Subject association												

Table 7.3: Influences considered when purchasing resources to support a new course.

*Did not make a response in this area of decision making

The importance of the departmental staff as an influence in decisions about resources is reflected in the unanimous placement of them as the most important influence by all interviewees. There were a range of justifications for placing the 'Departmental

team' as the main influence such as this pragmatic response from one middle manager:

> "There is no point in buying resources that they [the departmental team] are not going to use. With their breadth of experience there may be certain resources they have used before and can give an evaluation of."

There were a number of comments from middle managers about discussing with team members what they wanted and what they needed. The team members agreed that they would be the major influence because they "know what is needed", that they agreed on how to spend the budget and discussed possibilities although one commented that the middle manager "has the final word."

Two of the middle managers placed students as their second highest influence but only one of these had indicated students as being in their top three influences when considering the decisions about changing the curriculum. When considering the purchase of resources he stated that students must have an input to prevent, for example, the purchase of texts which were inappropriate for lower groups. The other middle manager also indicated the need to think about the ability requirements and the readability.

'Students' were ranked third by one team member who did so "because they are the ones who will actually be using them", their views being passed on through the departmental staff following 'casual' evaluation.

Two of the four middle managers indicated the 'Head and senior management' as being in their top three influences. However their reasoning was mainly linked to finance and their scrutiny of the management plan.

They were also indicated by two line managers, the first of whom commented that she believed the SMT needed to check that the purchase fitted within the rationale for development cited within the department's management plan. Another simply

referred to finance. A third line manager stated that, whilst she hadn't indicated them as being within the top three influences, the SMT could be an influence through finance but "departments hold their own budgets anyway and know whether they have the money to do it or not."

The team members were unanimous in placing the 'Head and senior management' as the second influence because of finance. In fact, two of the other influences indicated by the team members were also linked to finance, 'Governors' because they had to approve the finance and 'Other staff' because it was sometimes possible to share resources and the cost of their purchase.

The 'Advisory/Inspectorate service' was indicated by two of the middle managers because the service was a good source of ideas and suggestions. All three line managers also indicated them, with one pragmatically reasoning that it was: "to avoid buying something which is not very good in use" although she expressed the opinion that other schools could probably give similar advice.

The other staff were highlighted for their particular expertise by one middle manager who indicated he was thinking in particular of the SENCO, other SEN staff or support staff because they "know the publishers and authors who have the literature we are looking for." The second middle manager simply highlighted their ability to have good ideas and suggestions.

Management Quadrant: Professional Development Plan

Table 7.4 shows the top three rankings of respondents in respect of professional development.

Professional development	1			3 *			4			5		
	LM	MM	TM	LM	MM	TM	LM	MM	TM	LM	MM	TM
Departmental staff	1	1	2	2	1	1	1	1	1	2	1	2
Head and senior management	2	2	1	1	2	2	2	3	2	1	2	1
Advisory/Inspectorate service	3			3	3		3	2	3	3	3	3
Students/Pupils		3										
Other teaching staff			3									
Parents/Guardians												
Subject association												
Governors												

Table 7.4: Influences considered when developing a professional development plan for departmental staff or team.

*Did not make a full response in this area of decision making

Middle managers were unanimous that their departmental staff were their main influence when considering the development of a professional development plan for their department. One encouraged his team to say what they would like to develop but accepted it was not always possible to fulfil, two more referred to the departmental staff needs because they "know what they need". The fourth middle manager stated simply:

> "It is <u>their</u> development, they need to have a hand in it."

Two line managers placed 'Departmental staff' as the main influence and a third placed them as their second highest influence because it was necessary to identify their needs.

Only two team members ranked departmental staff first but they all indicated this group as an important influence. One mentioned the need to support each other and develop together whilst another commented that the departmental staff "decide what is necessary".

The 'Head and senior management' were ranked as their second influence by three middle managers with the fourth placing them third. Once again, their impact was linked to their control of the finance but the role of the Professional Tutor was also recognised. The ability of the Head to look at the department and offer insights as to what was needed was mentioned by one middle manager. This was the only time that the senior management's professional expertise was mentioned by middle managers as being a potential influence.

They were ranked second by two line managers and first by one. It was reasoned that they had to be influential because of any whole school INSET involved. The line manager who had placed the 'Head and senior management' as the main influence was the only interviewee to mention a professional development programme within the school.

The 'Head and senior management' were cited because of their control of resourcing and the budget by the team members. As one commented, they "have to OK the finance". Another actually stated:

> "I feel they are the power behind whether or not you develop professionally, they are the people that allow you to go on courses or fight for funding to do an MA, allow you to have cover ..."

One of the Department handbooks contains a statement which highlights one possible route for influence by the senior management:

> "For personal professional development needs not met by departmental INSET, staff are free to meet with the Professional Tutor to discuss other possible avenues of development."

The 'Advisory/Inspectorate service' were indicated by three of the middle managers. One stated that they:

> "know what staff should be doing and know what courses are coming up."

Both of the other middle managers mentioned their course provision but one added that it was necessary for courses to "be checked to see if they suited needs." They were also cited by two of the team members who thought the service knew "what areas need work on" and also influence choices by the courses they offer.

One middle manager highlighted the influence of the students and the fact that where initiatives were aimed at a particular group it sometimes gave rise to development needs. However, he added that the department:

> "have to choose carefully because there is such a limited amount of money, and so you are actually doing something about teaching and learning."

Educational Quadrant: Pupil Discipline

Table 7.5 shows the top three rankings of respondents in respect of pupil discipline.

Discipline	1			3			4			5		
	LM	MM	TM	LM	MM	TM	LM	MM	TM	LM	MM	TM
Departmental staff	1=	1	3	2	1	1	1		1	2	1	3
Head and senior management	3	3	1	1	2	2		3	2	1	3	1
Other teaching staff		2				3	2				2	
Parents/Guardians			2	3	3=		3	2	3	3		2
Students/Pupils	1=				3=			1				
Advisory/Inspectorate service												
Subject association												
Governors												

Table 7.5: Influences considered when a decision is required over the discipline of a pupil being difficult within the area of responsibility.

Three of the four middle managers placed their departmental staff as the main influence on pupil discipline. One said it was important to achieve consistency, particularly when the students were moving between different subjects within one middle manager's remit. This included Health and Safety considerations. Another middle manager stated that he viewed them as the top influence because they were the ones who were facing the pupils on a regular basis.

Two line managers had ranked the departmental team highest and one had placed them second. One of them actually placed the departmental team equal highest with the students because she believed it was important to "look at the whole picture and not make snap decisions."

All of the team members indicated the departmental staff as influential, two placing them first and two placing them third. One of them did mention that if it was a Special Needs problem then they would expect it to be handled jointly with the

Learning Support department so they would be equally influential in those circumstances.

The 'Head and senior management' were placed in their top three influences by all four middle managers, although only third by three. One stated that they were viewed as a last resort and another would only involve them in a long standing or serious problem. A third middle manager pointed out that the department's policy had to reflect the Assertive Discipline policy which had come from the senior management. The middle manager who had placed them second said that was because of the Assertive Discipline policy which had come from the desire of the staff to address consistency.

Two of the line managers indicated the 'Head and senior management' as being in the top three influences. In ranking them highest, one commented that they:

> "would and should and in fact do influence."

All the team members placed them in the top two influences. One, who placed them as the main influence, said he had done so because "the discipline policy came from the top" and that the whole school discipline policy took away some of the power from the department.

The 'form tutor' was cited by the two middle managers who ranked 'Other teaching staff' as their second influence because the form tutor could be useful in giving an overview or knowing of other circumstances that might be affecting behaviour.

One of the middle managers placed the students as the main influence because she believed in self discipline. Another middle manager placed them equal third with 'Parents/guardians'. He believed that:

> "the key to discipline is all to do with relationships. ... Important to listen to them so that it is shared understanding rather than a 'telling off'."

Expectations

When the list from the questionnaire is compared with the job descriptions for the Heads of Department, some of the tasks in this list are included within the expectations expressed there. These tasks are shown in Table 7.6.

Tasks in list from questionnaire	Tasks from generic job description
• Checking teaching methods are in line with department and school policies. • Monitoring the teaching of departmental staff.	monitoring teaching with the department;
Deployment of pupils into teaching groups.	timetabling;
Formulating curriculum aims, objectives and content.	The planning and co-ordination of the effective delivery of ...
Monitoring classes' progress through syllabi or schemes of work.	monitor student progress...
Organising the testing of pupil attainment	assessment procedures

Table 7.6: Tasks from the middle managers' questionnaire that had an equivalent statement in the job description.

It was more common for one task from either source to be sufficiently broad that it encompassed more than one task from the other list as is shown by the comparisons in Table 7.7.

Tasks in list from questionnaire	Tasks from generic job description
Development of departmental staff's professional abilities.	• Leading the ... team to reflect on their practice and to continuously improve teaching and learning strategies. • Staff development
Ensuring that courses cater for the range of abilities.	• Monitoring access to the ... curriculum. • curriculum development work with department to meet the needs of all;

Table 7.7: Tasks from the middle managers' questionnaire and statements in the job description which had no direct equivalent.

There were some tasks in the job description which were not included in the list in the questionnaire but a number of tasks from the questionnaire list did not appear in the job description. These were:

- Ensuring continuity of education between schools and phases.
- Ensuring teaching rooms are suitable and offer adequate resources.
- Implementing a homework policy.
- Induction of new staff
- Keeping departmental staff informed of whole school matters and encouraging debate.
- Maintaining department records of schemes of work, mark lists and minutes of meetings.
- Making decisions about what resources to buy.
- Organising the storage of departmental resources.

In Tables 7.8 - 7.15 below LM refers to line manager, MM to middle manager and TM to team member and ✓ represents expectation. The numbers at the top of the columns refer to the Category of the middle manager. 'Actual' refers to the actual responses of that individual, 'perc' refers to the middle manager's perception of the

likely response of the individual. Throughout the line manager for Category 3 and 5 middle managers is the same person; their responses are shown twice for ease of comparison.

Academic Tasks

The middle managers from Categories 1, 3 and 5 ticked all the academic tasks to indicate that they perceived all the tasks to be their responsibility. They perceived all the tasks as expected by their senior managers and indeed their line managers ticked all of the tasks as expected of their middle managers (see Table 7.8). One commented that many tasks were inter-linked and that the middle managers were able to delegate and added that it was important to do so. Another expected the middle manager to "ensure that everything was happening"

Tasks	1			3			4			5		
	LM	MM	TM	LM	MM	TM	LM	MM	TM	LM	MM	TM
Ensuring continuity of education between schools and phases.	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	
Ensuring that courses cater for the range of abilities.	✓	✓	✓	✓	✓		✓	n/a		✓	✓	
Formulating curriculum aims, objectives and content.	✓	✓	✓	✓	✓		✓	n/a	n/a	✓	✓	
Checking teaching methods are in line with department and school policies.	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓

Table 7.8: Academic tasks.

When considering the expectations she had of herself, the Category 4 middle manager indicated some of the tasks as not applicable (n/a in the table) to her situation as a cross-curricular co-ordinator but ticked two of the tasks as expected of her by senior management. Her line manager stated that 'Continuity of education ...' was a especially important task for this particular middle manager, a point that the middle manager also made.

Whilst there was no difference between the perceived and indicated expectations of the line managers, there were a number of differences between what the perceived and indicated expectations of the team members. These are detailed in Table 7.9.

Tasks	1		3		4		5	
	TM actual	MM perc	TM actual	MM perc	TM actual	MM perc	TM actual	MM perc
Ensuring continuity of education ...	✓			✓	✓	✓		✓
Ensuring that courses cater for the range ...	✓	✓		✓				✓
Formulating curriculum aims, obj. and ...	✓	✓		✓	n/a			✓
Checking teaching methods ...	✓	✓		✓	✓	✓	✓	✓

Table 7.9: Academic tasks: the middle managers' perceptions and their team members' indicated expectations.

None of the middle managers has successfully gauged their team's expectations. The Category 1 middle manager perceived that 'Ensuring continuity of education ...' was not expected by his team because this was done at the whole school level and there was insufficient time to visit the Primary Schools.

The Category 3 middle manager said that his team were all aware of his responsibilities even though he delegated several of the tasks. His team member did not indicate any tasks in this area as expected of her middle manager but she might have only indicated those tasks which remained with the middle manager to action.

The team member of the Category 5 department had not ticked 'Formulating curriculum aims, ...' and 'Ensuring that courses cater ...' because they were discussed as a department with all department members "chipping in" although he accepted that they were finally the middle manager's decision.

Administrative Tasks

All the tasks in this area were indicated by the middle managers and the line managers as being within the responsibility of the middle manager (see Table 7.10). The middle managers also perceived that the senior management would place these tasks within

their responsibility. There was one task which the Category 4 middle manager indicated as not applicable which her line manager ticked.

Tasks	1			3*			4			5		
	LM	MM	TM	LM	MM	TM	LM	MM	TM	LM	MM	TM
Making decisions about what resources to buy.	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
Organising the storage of departmental resources.	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓
Maintaining dept. records of schemes of work, mark lists and minutes of meetings.	✓	✓	✓	✓	✓		✓	n/a	✓	✓	✓	✓
Ensuring teaching rooms are suitable and offer adequate resources.	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓

Table 7.10: Administrative tasks

There were differences between the middle managers' perceptions and the actual expectations of their team members (see Table 7.11).

Tasks	1		3		4		5	
	TM actual	MM perc	TM actual	MM perc	TM actual	MM perc	TM actual	MM perc
Making decisions about what resources ...	✓	✓		✓	✓	✓	✓	✓
Organising the storage of dept. resources.	✓	✓		✓		✓	✓	✓
Maintaining dept. records ...	✓	✓		✓	✓	✓	✓	✓
Ensuring teaching rooms are suitable ...	✓			✓		✓	✓	✓

Table 7.11: Administrative tasks: the middle managers' perceptions and their team members' indicated expectations.

The Category 1 middle manager perceived that his team would indicate 'Ensuring teaching rooms are suitable ...' was the responsibility of the individual.

There were two tasks which the Category 4 middle manager thought were expected of her by her team members which in fact the team member stated they "muddled through as a department" or "dealt with themselves".

The team member in Category 5 commented that although he had ticked 'Making decisions about what resources to buy' and 'Ensuring teaching rooms are suitable and offer adequate resources' they would actually be completed or participated in by all the departmental team members although the final decision was with the middle manager.

Managerial Tasks

Tasks	1			3			4			5		
	LM	MM	TM	LM	MM	TM	LM	MM	TM	LM	MM	TM
Monitoring the teaching of departmental staff.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Induction of new staff.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Keeping dept. staff informed of whole school matters and encouraging debate.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Development of departmental staff's professional abilities.	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓

Table 7.12: Managerial tasks.

All the line managers and all the middle managers agreed that these tasks were expected of the middle managers. The middle managers also all perceived these as expected by the senior management (see Table 7.12). There was less agreement with the team members (see Table 7.13).

Tasks	1		3		4		5	
	TM actual	MM perc	TM actual	MM perc	TM actual	MM perc	TM actual	MM perc
Monitoring the teaching of dept. staff.	✓	✓	✓	✓	✓	✓	✓	✓
Induction of new staff.	✓	✓	✓	✓	✓	✓	✓	✓
Keeping dept. staff informed ...	✓		✓	✓	✓	✓	✓	✓
Development of dept. staff's prof. abilities.				✓	✓	✓	✓	✓

Table 7.13: Managerial area: the middle managers' perceptions and their team members' indicated expectations.

The 'Professional Development and Support Booklet' makes it quite clear that the middle managers are expected to take responsibility for the professional development of their staff:

> "Heads of Departments will monitor and advance the training and INSET needs of staff in their department, within their professional development budget allocation."

However, the Category 1 middle manager believed that his departmental team did not expect him to develop their professional abilities because of his relative inexperience. His team member verified this and went on to say that with everything else that was expected, "he just hadn't got the time". The middle manager also believed that because "whole school issues are thrashed out" at meetings such as Staff Meetings, he was not expected to offer further opportunities for discussion but this was contradicted by his team member.

The Category 3 team member only selected three tasks out of the whole list as being expected of her middle manager and they were all within the Managerial area. She was not paid an allowance for her subject responsibility but did accept full responsibility for it and as such did not expect any assistance from her middle manager except in areas of personnel management.

This was the one area that the three parties for the Category 4 middle manager were in total agreement. The middle manager expressed the opinion that 'Monitoring the teaching of departmental staff' was more a matter of checking for problems, so that she could offer appropriate support. She gave feedback from management meetings at a weekly meeting thus 'Keeping departmental staff informed ...'.

Educational Tasks

Tasks	1			3			4			5		
	LM	MM	TM	LM	MM	TM	LM	MM	TM	LM	MM	TM
Implementing a homework policy.	✓	✓	✓	✓	✓		✓	n/a	n/a	✓	✓	
Organising the testing of pupil attainment	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
Monitoring classes' progress through syllabi or schemes of work.	✓	✓	✓	✓	✓			n/a	n/a	✓	✓	
Deployment of pupils into teaching groups.	✓	✓	✓	✓	✓		✓	n/a		✓	✓	

Table 7.14: Educational tasks

From Table 7.14 it can be seen that for Categories 1, 3 and 5 there is total agreement between the middle managers and their line managers about the responsibilities. For the Category 4 middle manager, however, the situation is less clear. She indicates three of the tasks as not applicable to her, two of which her line manager indicates as expected. The line manager did not indicate 'Monitoring classes ...' but added that the middle manager monitored progress on an individual basis through target setting. It is understandable that the middle manager indicated this as not applicable because of the wording of the task.

Tasks	1		2		4		5	
	TM actual	MM perc	TM actual	MM perc	TM actual	MM perc	TM actual	MM perc
Implementing a homework policy.	✓	✓		✓	n/a			✓
Organising the testing of pupil attainment.	✓	✓		✓	✓	✓	✓	✓
Monitoring classes' progress ...	✓	✓		✓	n/a			✓
Deployment of pupils into teaching groups.	✓	✓		✓				✓

Table 7.15: Educational area: the middle managers' perceptions and their team members' indicated expectations.

The Category 5 middle manager commented that whilst tasks such as 'Implementing homework policy' were the middle manager's responsibility to oversee, it was everyone's responsibility to actually do. The whole college homework policy indicates no detailed role for the head of department although there are responsibilities laid down for the subject teacher, the student, the form tutor and senior management. Problems with homework are taken by the tutor to the subject teacher.

As can be seen in Table 7.15, her team member had only ticked one of the tasks in the 'Educational' area. This, along with the 'Academic' area where he also only indicated one task, are more concerned with the individual than the institution. The tasks he had not ticked were viewed by him as the responsibility of each individual team member, out of the middle manager's control or, despite being finally the middle manager's decision, predominately with the team members.

Priorities

Table 7.16 includes the responses of the line managers(LM), middle managers (MM) and the team members (TM) interviewed at Westwood College. The average priority for middle managers at Westwood College (WC) is also shown as is the priority accorded each task within the survey as a whole (S). The subsequent discussion

below focuses on those items included in the top three priorities by five or more people within the interviewees.

Tasks	Average priority		No. of top three priorities			1			3			4			5		
	S	WC	LM	MM	TM	LM	MM	TM	LM	MM	** TM	*** LM	* MM	TM	# LM	MM	TM
Implementing school policy.	5.4	4.4	2	2	3	2	8	4	4	5	2	1	2.4	3	4	2	2
Developing the curriculum ...	3.5	5.4	3	2	1	1	2	2	1	2		2	8.4	5	1	9	6
Supervising/ monitoring colleagues work	5.4	4.9	2	1	3	3	7	5	2	6	1	4=	3.6	2	2	3	3
Teaching subject ...	2.6	1.0	0	3	2	4	1	1	11	1	3	9	-	8	11	1	12
Collab. in whole school planning.	6.8	7.2	1	0	3	6	10	3	3	7		7	4.8	1	3	7	1
Co-ordinating and overseeing marking ...	7.3	4.0	0	1	0	5	5	6	6	3		4=	-	10	6	4	7
Devising & monitoring pupil records.	5.8	6.0	0	1	0	9	9	7	5	4		6	1	6	5	10	8
Being in charge of funds ...	7.1	6.9	0	1	0	8	3	9	8	9		10	9.6	12	8	6	5
Devising & leading INSET ..	7.1	7.8	1	0	0	10	4	11	9	12		3	7.2	9	9	8	9
Monitoring & controlling the use of stock ...	7.6	7.5	0	0	0	8	6	8	10	8		11	10.8	11	10	5	11
Liaising with outside agencies & other schools.	9.6	9.8	0	0	0	11	11	10	7	11		8	6	4	7	11	4
... assisting with the maint. of the fabric & facilities	9.5	11.5	0	0	0	7	12	12	12	10		12	12	7	12	12	10

Table 7.16: The priorities as expressed by the middle managers and the members of their role set.

[The table is ranked according to the number of top three priorities allocated. The description of the tasks has been shortened in some cases.]

* Marked two priorities as not applicable, the remaining priorities were adjusted.

** Only indicated her first three priorities.

*** Placed two tasks as equal priority, the remaining priorities were adjusted.

LM3 and 5 are the same person. Their responses are only counted once but are shown for ease of comparison.

Implementing school policy

Of the two middle managers who placed this as their second priority, one did so because she believed it was to do with teaching whilst the other felt that the school policies should form a practical day to day action plan and that "this is the crux of what we do."

Two line managers placed this task within their top three priorities. The one who placed it as the first priority commented that it was:

> "... not likely to be anyone's day to day top priority but everything has to work within school policy."

None of the team members placed this as their first priority but three placed it in their top three. One of them commented that continuity and consistency were important and went on to list several school policies which impinged on the ordinary teacher such as the Marking policy, the Homework policy and the Assertive Discipline policy.

Developing the curriculum including teaching and learning strategies

Two middle managers placed this as their second priority and both made comments about the need to develop the teaching students receive:

> "You can't teach effectively if you don't develop what you are doing."

> "[The job] revolves around teaching in the classroom."

There were two middle managers who ranked this task much lower in priority indicating a different interpretation of their role. There is, however, a statement within the middle managers' job profile about the middle manager having responsibility for:

> "Leading the [...] team to reflect on their practice and to continuously improve teaching and learning strategies."

All three line managers placed this in their top three, two as their top priority. One of these commented that it was "extremely important". In her opinion you "have to get the curriculum right" and that stems from the department.

> "The curriculum has to be suitable for the needs of the students across the board in terms of differentiation, continuity and progression. ... If the strategies are not right then it can have a very damaging effect at the end of the process."

The team member who placed this task in her top three felt that it acts as a backup to teaching, and that the middle manager should "constantly develop the curriculum and make sure it is being taught properly".

<u>Supervising/monitoring colleagues work to ensure that policies are followed through.</u> One middle manager, having placed this task as his sixth priority, stated at interview that "it was important that the quality of the students' experience could be guaranteed".

His Department Handbook had a strong statement about the place of classroom observation within its policy on 'Subject Monitoring and Evaluation':

> "Observing colleagues teach - this can take place in a flexible 'drop in' manner or a more formal arranged way. Due to time constraints, the former have tended to be easier to manage. However, we feel we also need to organise a regular pattern of the latter type of which records should be kept."

The Category 1 middle manager ranked this task seventh and yet his Department handbook contained a very strong statement about the monitoring of his staff:

> "Each teacher will have an A4 ring binder to be used as a record of all activities undertaken with their groups, any resources used and containing their plans for at least the next week ... The Head of Department may ask for the folder at any time to monitor progression, teaching methods, pace and adherence to mandatory curriculum."

Two of the three line managers placed this in their top three priorities. One, the Head, commented that this should apply to both department and whole school policies. She added that:

> "One of the things that middle managers have not been encouraged to do in the past and one of the things I am trying to encourage them to do, is to take on the role of actually managing their department and they need to know what is going on, so they have got to be involved in the supervising and monitoring of colleagues work."

The other line manager remarked that it was:

> "all too easy to go along in the belief that you are alright"

One of the three team members who placed this task in their top three stated that it was there because:

> "the role of the HOD is to ensure that their department is functioning as it should be and give guidance when necessary."

There does, however, appear to be a broad acceptance of what was formerly a marginal activity for middle managers although there were large differences between two of the middle managers and their line managers about the importance of this task.

Teaching subject throughout the school

Three middle managers placed this as their top priority. One of them did not believe it required any explanation. Another stated that:

> "That's what we are here to do. Everything has to revolve around that."

The third middle manager commented that: "in essence, our job is to teach the subject", a fact that needed remembering within the department. He went on to say:

> "I teach because I love teaching not because I love managing."

However, it was not indicated as a top three priority by any of the line managers. Overall the line managers ranked this task eighth, a clear difference in opinion about the middle managers' prime function.

One of the two team members who placed it in their top three priorities stated that it was a priority because:

> "The head of department needs to know the students."

The other stated that the middle manager was in school to teach students and teaching "should always be your focus" for all teaching staff up to and including middle managers:

> "I think to be a good middle manager you have to be doing what your staff are doing in the classroom".

Other priorities

One other task which was clearly important to the role set but not the middle managers is 'Collaborating in whole school planning' which one line manager and three team members indicated. There were a number of comments made about the

need for the department to remain informed and one team member stated that the head of department was:

> "the link between the senior management and the ordinary teacher otherwise there is no continuity."

Influences over priorities

One of the middle managers commented that the priorities followed on as a natural support for the teaching of the subject. Hers was a small department so communication was easy; they had lunch together every day and discussed issues then, as well as in formal meetings. She stated that this was not unusual in a school where the staff were very honest with each other and the school was very open.

Two of the middle managers stated that the priorities were personal, founded on their beliefs and philosophies. One of the two added that his were influenced by the curriculum audit completed prior to OFSTED and the OFSTED inspection itself. His department had set a target of improving the actual teaching and his priorities remained in line with that.

One of the line managers was very clear about how the priorities were communicated to the middle managers. She listed a number of vehicles and opportunities:

- regular meetings to discuss the departmental Management Plan; supervising and monitoring is necessary to know if the department is meeting its performance indicators;
- job profile;
- attendance at middle managers' meeting and picking up issues;
- memos;
- informal and formal meetings with line manager.

Another of the line managers stated that the communication of priorities was via the Management Meeting. Heads of Department took issues back to their department and brought their comments to the next Management Meeting.

The four team members all felt that the priorities that they had expressed reflected their own personal values. One also added that they were "common sense". Only one team member was aware of the need to communicate priorities to her head of department and she stated that this was done informally through input and questioning at meetings.

Summary

There was a strong line management structure with each middle manager aware of and working with an allocated member of the senior management team. However, the structure did not ensure high quality line management which was undermined by lack of time and opportunity. Despite the middle managers' awareness of the value of regular line management meetings there were no management meetings planned with their team members.

There were frequent references to the size of the school, and thus the departments, which allowed for a large number of informal meetings and discussions. These were sometimes offered as alternatives to more formal arrangements.

As in the survey the 'Departmental staff' were considered to be very influential in all areas of decision making. There was a much higher ranking for the 'Advisory/Inspectorate service' than had been the case in the survey which was possibly a reflection of the quality of this local authority service prior to re-organisation.

There was very good agreement between the line managers and middle managers about what the expectations of the middle managers were but there did not appear to be any clear route or method for the communication of the expectations. This is possibly why the team members' expectations were different.

There was very close agreement among the middle managers that their top priority was teaching but only limited agreement about the priority of other tasks. The Category 4 middle manager had quite different priorities. More significant was the high number of large differences on a number of priorities between the middle managers and their line managers; one inexperienced middle manager had seven such differences, whilst another experienced middle manager had six. The line manager of this latter one did not have so many large differences with the other middle manager he managed. The middle managers also had several large differences from their team members. There was little commonality within groups as well as between groups about what the priorities of the middle managers should be.

Chapter Eight

Case Study 3: Gilberry School

Background information

The school is an 11-18 community college which serves a large rural area including a large number of small villages. The percentage of high social class households is well above average but the community also includes more isolated and less advantaged households. Unemployment is well below average. Nearly all pupils travel to school by public or local authority transport.

It is a local authority maintained, comprehensive, co-educational school. There were 1094 pupils on roll and 61 full-time equivalent teachers. The school had no direct competition and had a steady roll.

Management structure

The school is managed through a Headteacher with two Deputy Heads, one Assistant Head and two senior teachers. Each of the Deputies has line management responsibility for three subject areas and the Assistant Head two subject areas.

Three of the middle managers involved in the study were paid three additional salary points for their middle management responsibilities, the fourth was paid four. They all had form tutor or similar pastoral responsibility, were all responsible for a number of teachers ranging from four to ten and two middle managers were also responsible for the work of ancillary or support staff.

Case study organisation

Within this case study school it was possible to interview four middle managers. The middle manager whom the head had placed in Category 5 did not fit the criteria originally set down for that category, ie a head of a department or faculty which did not fit into any of the other categories offered, and should have been Category 2.

The Head's secretary arranged all the interviews and meeting observations. She selected the team members that were to be included, booked accommodation for the interviews and informed all the staff concerned.

All of the middle managers made their department handbooks available for analysis. Observations were made of three middle managers leading a meeting with their team. The fourth middle manager changed schools during the case study so observation of her meeting was not possible.

Only two line management interviews were necessary because each of the senior managers involved managed two of the middle managers being interviewed. Notes were taken from certain whole school documents such as the Staff Handbook. Observation was made of a management meeting which the middle managers attended. The methodology for Case Study 3 is summarised in Table 8.1.

Code	Responsibility	Line manager	Team member	Dept. Meeting	Dept. Handbook
MM1	head of a major single subject	LM1/3	TM1	✗	✓
MM2	head of an area where the subjects are closely related	LM2/5	TM2	✓	✓
MM3	head of an area where the subjects are not closely related	LM1/3	TM3	✓	✓
MM5	head of an area which does not fit into any of the other categories	LM2/5	TM5	✓	✓

Table 8.1: Summary of sources of information.

Time

There was disagreement about how much time the middle managers were allowed as extra non-contact time for their middle management responsibility. One of the line managers stated that they had two extra and therefore taught for 20/25 lessons a week but his two middle managers stated that they were allowed an extra three lessons. The second line manager thought they were allowed one extra lesson for their middle management responsibility but both of her middle managers stated that they were allowed two extra non-contact periods. This level of ambiguity over the amount of time allowed for management duties could lead to differential expectations of the amount of work that could be reasonably expected.

One of the team members commented that she knew her middle manager worked in school for eleven hours a day. The middle manager herself highlighted shortage of time as a problem. She found that the amount of work expected of her did not fit into the time available; she was asked to do too much and she could not do her best on everything. She felt it would be better to engage in less initiatives and do each of them properly. Another middle manager commented that she needed more time in school but not more time in the classroom. She found the demands made were sometimes unreasonable and, because of the lack of time, very stressful. In addition, completing everything was difficult; administrative work 'ends up' invading personal time.

Line Management and Management Style

Line management of the middle managers

It is a specific requirement of their job description for middle managers to:

> "meet regularly with the linked Deputy Head."

Line manager 1/3

The first line manager preferred the phrase 'monitoring' to 'supervising' and stated that the line management role was part formal and part informal. He had regular meetings with his middle managers, once a fortnight with two of them and once a

week with one but commented that, in his opinion, the meetings should ideally be once a week. The agenda for individual meetings was negotiated with the line manager generally bringing whole school issues and the middle manager bringing departmental issues to the meeting. The meetings concentrated on development if possible, for example looking at the department plan, but sometimes support was needed although that was usually dealt with more informally. He attended their departmental meetings and monitored exam results. He claimed to "visit department on a regular basis", go into classrooms, and generally "make my presence felt" to students and staff.

He pointed out that monitoring and evaluation had developed in the school over the previous three years. Middle managers observed teachers, checked exercise books etc. and the line manager observed the middle managers in lessons and "help observe department members".

> "There is a formal feedback session after the observations where targets are agreed."

The first of his middle managers agreed that she met with her line manager fortnightly, in individual meetings which were time-tabled and that he came to fortnightly department meetings. She used the relationship with her line manager positively, using him as a mentor for future plans. During meetings he checked on implementation, discussed management issues about individuals and talked through problems. She felt it was a non-hierarchical relationship but found the meetings to be a good way of passing opinions to senior management.

His second middle manager agreed she had weekly meetings with him, the time being set aside within non-contact time. The agenda for these meetings was negotiated in advance, both parties adding items. She had to show development plans, schemes of work and discuss issues, problems and staff development plans. She commented that it was very good to have someone from outside the subject to talk to. Her line manager did occasionally observe the lessons of team members for her and came to

department meetings but he always had copies of the agenda and minutes. She also added that she did not have to wait for a time-tabled meeting if there was an urgent item or issue which required discussion.

Line manager 2/5

The second line manager also stated that she had regular meetings with her middle managers but her meetings were not time-tabled and so, for example, meetings with one middle manager had to take place after school. Nonetheless, they were formal meetings. The purpose of the meeting was "to liaise and monitor" rather than supervise so there was feedback on monitoring and evaluation of the department.

> "I will have observed the head of department's lessons and they will have observed the members of their department."

They looked at records and plans "only if it is something specific that we have identified as being pertinent to the meeting". The agenda was negotiated prior to the meeting. The line manager also attended the department meetings.

The first of her middle managers agreed that they met fortnightly, after school, but described them as "quite informal". The agendas for the line management meetings were jointly prepared although she did comment that her line manager usually "has a list of things from senior management ..." and department issues which she had observed. The middle manager commented that they "worked together on monitoring and evaluation" for example, looking at exercise books. She did not have to show any plans or records other than the development plan. She always gave her line manager a copy of the department meeting agenda in advance and a copy of the minutes after the meeting.

The line manager taught within the department of the second of her middle managers so was more heavily involved in the day to day business of that department. However, they still had fortnightly time-tabled meetings, the agenda for which:

> "is not written down but we say the week before what we are going to talk about. If something comes up and we need to talk about it fairly soon we can slot in an extra meeting."

The middle manager did have to show development plans and policies, for example the assessment policy. The line manager attended department meetings; she behaved as a team member or as a line manager depending on the issue.

Line managers' management style

The first of the line managers liked to work by passing on observations for the middle managers to use as a basis for work within the department. He did not say "these are the answers". He liked to act as an extended member of the team who brought in whole school priorities and was keen to emphasise team work and collaboration rather than being 'heavy handed'. He stated that once a policy was agreed it was important to ensure that it happened through classroom observation and department meetings. He commented that it was sometimes necessary to "put your foot down":

> "If it needs strong leadership and being more direct, then I guess that has to happen."

When tackling change of any sort:

> "Have to take the staff with you, work <u>with</u> them, in the end you get what you want but you have people doing it because, in the end, they believe in it."

He commented that this sort of work required a leader with vision who knew what they wanted and could see where actions were leading.

The second line manager liked to think she was open and receptive but had her own strong ideas about the direction they should be working in so she was very clear about what was wanted and spelt it out. She allowed middle managers to do their work but reviewed targets, agreed dates and followed things up because she expected

middle managers to be accountable for their freedom. She adopted a similar method for whole school issues: targets, deadlines. The individuals she line managed understood their roles.

Line management by the middle managers

The Staff Handbook indicates that middle managers should "supervise and monitor the work of colleagues", "maintain a culture of evaluation", and "care for the personal and career development of all staff" but does not specifically state that they should meet with their team members individually. There was also no such statement within their job description.

One of the team members, who was a newly qualified teacher (NQT), said she had no formal individual meetings. She "had one by chance" on occasions when informal meetings developed but her line manager "does not have much impact on my classroom teaching." She did not have to show any records or plans to her middle manager and whilst she followed schemes of work that were set down:

> "I don't have any guidance on actual teaching strategies."

Another of the team members did not have any individual meetings with his middle manager except informally although there were regular scheduled department meetings. At these meetings she, the middle manager, gave feedback from School Development Team meetings and from senior management. She was very good at keeping her team up to date about available INSET and did ask to see plans and records if necessary.

The team member from another department expressed the opinion that supervision mainly took place in the planning stages. The subject workroom gave the opportunity for informal meetings on a regular basis and there were formal meetings for appraisal. She did not feel that her middle manager supervised her work much as far as the schemes of work were concerned.

> "She does come in to a few lessons in a year to do some observation. I always know when she is coming in."

She did occasionally ask to see pieces of work, but not very often.

> "She sometimes says she would like to see something and then doesn't follow it up."

She used moderation as an opportunity to monitor and did make an effort with Year 11 to make sure the departmental team stayed up to date and kept her informed. She commented that her middle manager trusted, sometimes too much, and failed to notice when staff needed support and guidance. Her middle manager did not seek information, she relied on team members to provide information but was always approachable for help and/or advice when needed. The team member did not feel "spied upon".

The fourth team member was herself a senior manager and commented that she might have different expectations to a main scale team member. The department had a very pleasant atmosphere but there was a lack of leadership hence, although the schemes of work and resources were there, everyone was working individually not as part of a team. The department meeting agendas were filled with less important topics and team members were often left wanting to deal with bigger issues.

Middle managers' management style

Middle Manager One

This first middle manager, leader of a large single subject department, admitted to not being superbly organised and her administrative work not always being accurate but claimed to be "a very good communicator". Her team member commented that she was very well organised as a teacher, her monitoring and assessment were very good. She set a good example although "possibly too energetic an example" and could be daunting.

The middle manager claimed to be "very development orientated" and tried to understand people's development needs. Her team member felt that her middle manager assumed a lot and the fact that "she thinks she knows what other people are thinking sometimes gets in the way". The middle manager felt the team needed to accept that she knew what she was doing and had vision. Her team member commented that her middle manager was very forward thinking, always onto the next issue and worked on the "big picture" rather than the details in which she could get "bogged down".

The team member commented that team members sometimes felt "swept along" and were not necessarily happy. She added that if her middle manager wanted a team member to do something she would present the idea and sell it ("... good idea to try, good for professional development etc"). She did not often ask, just assumed, pressurised and placed the person in an impossible position. Some team members felt "backed into a corner" or manipulated. She was also inclined to volunteer the department and team members to "take on things".

If she was trying to influence the senior management she would adopt a very direct attitude whereas if she had a whole school issue to introduce to her team she would take it to a department meeting, discuss it there and seek agreement. If the issue fell within a team member's remit she accepted that they might need support or a brainstorm to get started. The department handbook contains the statement:

> "The core members of the department work as a team; no important decisions are taken without full discussion."

The departmental workroom led to informal meetings, discussions and brainstorming. It was, in the middle manager's opinion, an essential room for large departments.

In the middle manager's opinion, monitoring was based on a top down model which had been difficult for her team members to accept.

The team member also expressed the opinion that, because her middle manager treated everyone as friends, she could be too familiar and "over step the line" which resulted in her mixing personal and professional time.

Middle Manager Two

The second middle manager who led a department within which the separate subjects were closely related commented that:

> "I think the management thing came along after I had started".

He tried to have "a fairly low key style" and "lead by example." In the past he was expected to be less directive, he would leave his team members to adopt their own professional standards and did not expect to have to "check up" on his team members. He had no supervision or monitoring meetings with individuals and his team member also added that there was very little monitoring on a day to day basis.

He was not a naturally "bossy" person but being "bossy" seemed to be more acceptable at the present time. Although he did not feel he needed to tell people what to do he recognised that it was expected of him. His team member agreed that he was friendly, pleasant, meek, mild and not forceful,.

He liked to discuss decisions not just pass them down but his team member commented that he was not good at persuading. His team member commented that his communication downwards from senior management to team members did happen but implementation of policies was more problematic partly because he projected no obvious vision or direction.

At the department meeting observed by the author, which lasted 85 minutes, the middle manager only spoke for 27 minutes. At one stage, early in the meeting, proceedings were suspended while the team completed a routine administration task for 13 minutes. Whilst he did start each agenda item and attempted to summarise at the end before moving on, the team members at the meeting frequently discussed

items between themselves without reference to the middle manager and at times refused to allow the item to be finished.

Middle Manager Three

She usually discussed issues with her team members and came to a consensual conclusion or, if a decision needed making, was prepared to make it but she was also capable of listening carefully. Similarly, if there was a task she wanted done or one passed on by the senior management, she would take it to a department meeting, and ask "Can you suggest ways forward please?" or might suggest ways of tackling it herself. In her opinion, if the team were not happy with a decision they would not "do the job" so discussion and persuasion were essential. Her team member commented that as well as discussing the item and suggesting possible implementation, she would discuss and set targets.

At the department meeting the middle manager chaired and very clearly led the meeting. The team all sat within view of her. The meeting proceeded very crisply with the middle manager opening all agenda items, summarising for the minutes and assenting to contributions by direct eye contact. The contributions were made through her but on occasions, when a more personal response was desired such as when matters of pupil management were being discussed, direct eye contact with the appropriate team member was offered. The middle manager opened items for discussion by sweeping eye contact and the team members freely contributed when invited.

If a team member was not doing a task as required she would tackle the individual as to why and suggest ways forward. Her team member agreed that if a member of the team was not performing as expected then the middle manager would have a 'chat' probably remind them of the agreement at the meeting and give a polite reminder.

Middle Manager Five

The team member from this department commented of her middle manager that she was "very straight, very to the point". If she wanted something doing she would just

"ask straight out" but "she would not ask her team members to do something she wouldn't do herself". She was very professional, did not mix personal and professional time, and was very supportive, especially on discipline, where she did not undermine a team member's confidence by her comments.

She managed:

> "principally through discussion and consultation; I try, if possible, not to take unilateral decisions."

She held regular department meetings, which were informal in nature. Her team member agreed that if there was a whole school issue that needed implementing her middle manager would take it to a department meeting and discuss it. She also claimed to:

> "talk to members of the department everyday, about some issues ... in corridors, lunch-time, after school."

At the department meeting observed by the author, the informal atmosphere was aided by tea and biscuits prepared in advance by the middle manager. Most of the team members sat down one side of the tables making it difficult for eye contact to be maintained between team members. Within the 46 minute meeting there were 104 different contributions from the participants, approximately one third from the middle manager, but on a number of occasions several team members were talking at the same time and some of their responses were directly to other individuals rather than to the meeting as a whole. The middle manager appeared content to allow the discussion to ramble, at times her body language showed complete withdrawal from the interaction but she succinctly summarised the outcomes for the minutes before moving on to the next agenda item.

If a member of the team did not complete a task as expected then the middle manager would talk to them informally and would also discuss the issue with her line manager who might then talk to the individual if necessary.

Overview of management style

Despite the very strong line management structure between senior managers and middle managers, there was little evidence of the middle managers having similar relationships with their team members with no regular individual meetings between middle managers and their team members.

There was an emphasis from the line managers on monitoring and on giving feedback to the middle managers for them to action although one of the line managers was clearer about having her own 'vision' of the direction she wanted her middle managers to take. In general the line management relationships were based on the use of monitoring for development.

All the middle managers believed in discussing issues with their departments and used department meetings as a vehicle for such matters. However, there were mixed reactions about the amount of information that should be given. One middle manager was accused of providing too much information, whilst another was felt to pass on information but not follow it through. One of the middle managers was clear that the purpose of the information and discussion was to persuade her team members of the reasons for decisions. If they were not persuaded, in her opinion, they would not comply.

The need for vision on the part of the middle managers, so that decisions could be placed in context, was recognised and some of the middle managers were noted for possessing this quality. Team members were unhappy with middle managers who lacked apparent vision as much as those who were in a hurry to progress.

Influences on decision making

For Tables 8.2 - 8.5, the potentially influential groups of the middle managers' role sets are shown in the first column. The following twelve columns show the responses of the line managers (LM), middle managers (MM) and team members (TM). The numbers shown above these initials indicate which department category the individuals are from. In the rows below: 1 is placed next to the group perceived as having the most influence on the middle manager by that individual, 2 is placed next to the second highest and 3 next to the third highest. LM1 and 3 are the same person and LM2 and 5 are the same person . Their responses were only counted once but are shown twice for ease of comparison.

Academic Quadrant: Curriculum Change

Table 8.2 shows the top three rankings of respondents in respect of curriculum change at Key Stage 3.

Curriculum	1			2			3			5		
	LM	M ~	TM	LM	MM	TM	LM	MM	TM	LM	MM	TM
Departmental staff	2	1	3	1	1	1	2	2	1	1	1	3
Advisory/Inspectorate service			1		2			1			3	1
Students/Pupils	1			3	3	3	1			3	2	
Head and senior management	3	3	2	2		2	3	3	2	2		
Other teaching staff									3			
Subject association												2
Parents/Guardians												
Governors												

Table 8.2: Influences considered when changing curriculum content at Key Stage 3.

~ Second influence chosen was not one of the eight categories offered.

It can be seen that three of the middle managers placed their 'Departmental staff' as their strongest influence. One of them commented that this was because they have to teach it and he would only go ahead if his team were in agreement. Another middle manager commented that they would need to work to the strengths of their departmental team and bear in mind their needs for support. The middle manager who had placed 'Departmental staff' as her second influence stated that it was "important to agree on progression and the integration of skills" during the design of the schemes of work.

The two line managers placed the 'Departmental staff' in their top three. One ranked them as the highest influence because as the specialists they should be monitoring the effectiveness of the course. The other, who placed them second, stated that they should work as a team so there was a need for departmental discussion.

The middle managers claimed to have discussion with their teams over most issues, and three of them placed their departmental staff as their highest influence in this area but only two team members placed themselves in the top three influences and that was as the third influence. This indicates a difference in perception.

One of the middle managers, whose subject had undergone drastic changes under the National Curriculum, and who had placed 'Advisory/Inspectorate' service as her highest influence, stated that she had had "a lot of help and leaned on them heavily for advice" because of all the changes. The middle manager who ranked them second had received a large number of visits from them, gone on courses, used their suggestions and sought their advice. The third middle manager, who placed them third, used them to check documentation was correct and appropriate.

The team members clearly recognised this input because three of them placed the 'Advisory/Inspectorate' service as the group they believed had the most influence over their middle managers in decisions about the curriculum.

Only two middle managers mentioned the 'Head and senior management'. One of these commented that the Head would want to know why there was a need for change, he was very "on the ball".

The line managers showed different perspectives over the influence of the 'Head and senior management'. One thought they would exert influence over large issues but not over smaller ones like choosing a course. The second, who had placed them as the third influence, commented that there was a need to bring in a whole school perspective to ensure a balanced curriculum. He did believe:

> "they were not necessarily acting hierarchically when doing this but were the people best placed to give the overview required."

Three of the team members placed the 'Head and senior management' as the second influence which one commented "was because they were responsible for the tone of the school."

Two middle managers mentioned the pupils and one in particular commented on the need for the curriculum to appeal to the pupils. The line managers placed the pupils as a much higher influence. One placed them as the top influence and commented that there was a need to take account of their learning needs and prior learning. A different perspective was voiced by the other line manager who felt they were influential by their feedback.

Administrative Quadrant: Resource Purchase

Table 8.3 shows the top three rankings of respondents in respect of resources for a new course.

Resources	1			2			3			5		
	LM	MM	TM	LM	MM	TM	LM	MM	TM	LM	MM	TM
Departmental staff	1	1	2	1	1	1	1	1	2	1	2	2
Head and senior management			1	3		3		2	1	3	1	1
Students/Pupils	2			2	2	2	2	3		2		
Advisory/Inspectorate service	3	3			3		3					
Subject association		2										
Governors											3	3
Other teaching staff			3						3			
Parents/Guardians												

Table 8.3: Influences considered when purchasing resources to support a new course.

Once again three of the middle managers placed their departmental staff as their highest influence, the fourth placed them second. One of the middle managers merely commented that he always refers to them whilst the one placing them second stated that this would be on a consultative basis only because they could not have everything. The fourth middle manager detailed a much fuller process where the team discussed schemes of work, looked at new syllabi, individuals stated their needs and then resources were purchased.

Both line managers placed the 'Departmental staff' as the highest influence and one indicated that this was because they should be working as a team and making joint decisions. Three team members indicated them as the second highest influence whilst one placed them as the highest. The explanations included their influence through their requests for particular resources plus their middle managers' knowledge of their team's needs.

The 'Head and senior management' were credited with being the highest influence for one middle manager because of their control of finance and by another as the second influence but for the same reason. The one indication of Governors being influential was also because of their control of the finances.

The line manager who ranked them third agreed that it was because of their whole school perspective, control of the finance and their need to judge appropriateness. Three of the team members ranked the 'Head and senior management' as the main influence over their middle managers because of their control of the finance and the one who indicated 'governors' did so because of finance control.

The 'Advisory/Inspectorate service' were not considered as influential in this area of decision making. Two middle managers placed them third and one stated that he would always refer to them because they bring ideas and opinions from other schools. The line manager, who placed the 'Advisory/Inspectorate' service as the third highest influence, said it was because of their expert advice.

Both middle managers and line managers who indicated pupils as being influential stated that this was through consideration of their needs. But only one team member considered the pupils to be in the top three influences.

Management Quadrant: Professional Development Plan

Table 8.4 shows the top three rankings of respondents in respect of professional development.

Professional Development	1			2			3			5		
	LM	MM	TM	LM	MM	TM	LM	MM	TM	LM	MM	TM
Departmental staff	2	2	1	1	1	1	2	1		1	1	1
Head and senior management	1	1	3	2	2	2	1	3	1	2	2	2
Students/Pupils	3			3		3	3	2		3		3
Advisory/Inspectorate service			2		3						3	
Subject association		3							2			
Other teaching staff									3			
Parents/Guardians												
Governors												

Table 8.4: Influences considered when developing a professional development pan for departmental staff or team.

Three of the middle managers placed their 'Departmental staff' as their highest influence and one placed them second in decisions concerning a professional development plan for the department. One of the middle managers described a process that included identifying the team's needs, looking through the book of courses on offer and suggesting ideas, including refreshers. Another suggested that she relied on them recognising their own needs.

Both line managers placed the 'Departmental staff' within the top two influences because they are the subject specialists and it was through discussion of their needs that the plan should be constructed. One of the team members did not cite the departmental team at all in his three influences. The remaining three placed it as the strongest influence, one because it should be based on the team's needs and another because development of the team is the way in which a department progresses.

All four middle managers placed the 'Head and senior management' in their top three influences, one as their highest, one as their second and two as their third. One of these latter middle managers stated that the Professional Tutor had tightened up and improved the overview of professional development along with establishing a process of evaluation and review. Other comments included making suggestions, wishing to guide careers and the possibility of whole school targets needing to be taken into account.

The 'Head and senior management' were indicated by the line managers because of their whole school perspective and not, as one was keen to point out, because of any hierarchical structure. They were cited by all four team members. One, who placed it as the strongest influence, commented that this was because "they have a master plan" Another commented that the professional tutor co-ordinates and checks what is best for individuals as well as the department.

One middle manager cited the pupils because their needs and desires led to a need for courses which led to INSET, sometimes as a result of fresh teaching approaches and sometimes because of the use of new resources. This was supported by both line managers. One of the team members placed pupils as the third influence and stated that her current middle manager was very pupil centred but her middle manager did not indicate the pupils as being within her top three influences.

The 'Advisory/Inspectorate service' was indicated by two middle managers because they both provided courses and/or were able to direct to pertinent courses or point out what the priorities should be.

Educational Quadrant: Pupil Discipline

Table 8.5 shows the top three rankings of respondents in respect of pupil discipline.

Discipline	1			2			3			5		
	LM	MM	TM	LM	MM	TM	LM	MM	TM	LM	MM	TM
Head and senior management	1	1	1	2	1	2	1	2	1	2	1	1
Departmental staff	3		2	1	3	1	3	1		1		
Parents/Guardians						3		3	3		2	2
Other teaching staff	2	2			2		2					3
Governors									2		3	
Students/Pupils			3	3						3		
Advisory/Inspectorate service												
Subject association												

Table 8. 5: Influences considered when a decision is required over the discipline of a pupil being difficult within the area of responsibility.

The middle managers consider the 'Head and senior management' to be very influential in matters of discipline with three placing them as the strongest influence and one as the second strongest influence. Two commented that they would only be involved if it was a serious matter, which was an infrequent occurrence, and another commented that they were responsible for setting the policy.

This latter point was also commented on by one team member and the line manager who indicated them as the strongest influence, and stated that it was:

> "... not for hierarchical reasons but because there was a need for a whole school policy on discipline, pupil expectations and pupil behaviour ... ."

As well as the two line managers, three team members indicated the 'Head and senior management'.

The departmental staff were cited by only two of the middle managers. One had done so because the pupil would have been referred by a member of the team to the middle manager by filling in a referral. The other commented that strategies were discussed at department meetings.

The 'Departmental staff' were indicated by both line managers, one of whom commented that this was because there was a responsibility within the department to support each other and look at behaviour management creatively. Only two of the team members indicated the 'Departmental staff' as influential.

One of the two middle managers who cited 'Parents or guardians' commented that in some cases there was no parental support which often meant that indiscipline was brought from home to school. One of the team members commented that their feelings towards the situation and their likely level of support were a clear influence.

The 'Governors' were indicated as the third influence by one middle manager but one other middle manager mentioned them as an extra influence which was exerted through the Head. Whilst she had met the Governors informally she was not particularly aware of their views.

'Other teaching staff' were also influences for one line manager and two team members. The comments ranged from a need to have a level of consistency and support for each other, to the possibility of advice if they had dealt with the student before and to passing the matter on to the head of the appropriate pastoral area.

One line manager and two team members indicated the pupils as influential. The line manager felt that they have to be helped to accept responsibility for their actions and one of the team members stated that from her point of view she "definitely wanted something to be done about [indiscipline]", she did not want to be seen as letting students "get away with it". One team member indicated that the pupils were an influence on her middle managers' decisions:

"She does listen to the students or pupils. Sometimes I think she listens too much!"

Expectations

The list in the questionnaire was compared with the generic job description for a Head of Department and the details of the role and responsibilities of a head of department present in the Staff Handbook. Only some of the tasks in the list were included. The expectations in the questionnaire and their matching statement in the job description are shown in Table 8.6.

Tasks in list from questionnaire	Tasks from generic job description or roles and responsibilities in Staff Handbook.
• Development of departmental staff's professional abilities.	• reviews the professional development needs of the departmental team and bids for/plans INSET accordingly.
• Formulating curriculum aims, objectives and content.	• maintains up-to-date schemes of work in line with the requirements of the NC and agreed school policies.
• Making decisions about what resources to buy.	• manages and maintains the dept.'s resources.
• Deployment of pupils into teaching groups.	• including the organisation of teaching groups
• Ensuring continuity of education between schools and phases.	• to provide continuity of learning across the phases of education by liaison with other institutions.
• Monitoring the teaching of departmental staff. • Checking teaching methods are in line with department and school policies.	• is responsible for monitoring and evaluating the quality of teaching and learning within the department.

Table 8.6: Tasks from the middle managers' questionnaire that had an equivalent statement in the generic job description.

There were a number of tasks on the list in the questionnaire which were not included in the job description. These were:

- Ensuring teaching rooms are suitable and offer adequate resources.
- Ensuring that courses cater for the range of abilities.
- Implementing a homework policy.
- Induction of new staff
- Keeping departmental staff informed of whole school matters and encouraging debate.
- Maintaining department records of schemes of work, mark lists and minutes of meetings.
- Monitoring classes' progress through syllabi or schemes of work.
- Organising the storage of departmental resources.
- Organising the testing of pupil attainment.

Two of the middle managers ticked all of the tasks in the list. One of those who did not stated that she believed that:

> "Team members should all have responsibility so they can be proactive."

For example she expected them to take some responsibility for their teaching rooms. But she added that:

> "Really, in an ideal world, we should have to do the same things, I just have to do more of them because I am paid more"

She did believe that subject leaders should monitor and that concise attainable targets aided monitoring. She commented that it was possible to use mutual observation and evaluation in a non-hierarchical way.

One of the line managers commented that some were more important than others, some should involve other staff within the team and some could be delegated. The other line manager stated that middle managers should oversee the tasks but not necessarily do them all themselves. Whilst the middle managers are responsible for their completion they should delegate which "was the hardest part."

The first line manager stated that the expectations were communicated in line management meetings and in the job description. Some were overtly communicated whereas the administration work was just expected, not overtly communicated but based more on a common understanding "because heads of department have always done them". Middle managers also received 'nagging' from their team on more mundane matters "such as organising resources". In his opinion team members have accepted the supervising/monitoring part of the role, but continue to be upset about poorly organised resources or lack of stock.

One of the team members actually commented that some of the tasks should be delegated. However she was unclear about how expectations were communicated because she had insufficient knowledge of the workings of the senior management.

As in Tables 8.2 - 8.5, in the Tables 8.7 - 8.10 below LM is used to indicate line manager, MM is used to indicate middle manager and TM is used to indicate team member. Throughout, LM1 and 3 are the same person. LM2 and 5 are the same person. The numbers above indicate the category of their department.

Academic tasks

Tasks	1			2			3			5		
	LM	MM	TM	LM	MM	TM	LM	MM	TM	LM	MM	TM
Ensuring continuity of education between schools and phases.	✓			✓	✓	✓	✓	✓	✓	✓	✓	
Ensuring that courses cater for the range of abilities.	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	
Formulating curriculum aims, objectives & content.	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Checking teaching methods are in line with dept. and school policies.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Table 8.7: The Academic tasks expected of the middle manager by the interviewees.

As can be seen in Table 8.7, two of the tasks in this area of the classification were not selected by two of the team members. Of the first of these, 'Ensuring continuity of education between schools and phases', one of them commented that it should not be the responsibility of the head of department alone but part of a bigger plan. The other simply stated that her middle manager did not do it which was surprising considering her middle manager had said she expected to be involved. The one middle manager who did not indicate this task as part of her responsibility stated that it was seen as a pastoral responsibility at the school.

The second of the tasks, 'Ensuring that courses cater for the range of abilities', was felt to be a whole school and department responsibility by one of the team members whilst the other team member who did not indicate it once again stated that her middle manager did not do it. One of the middle managers, despite indicating it as his responsibility, said he completed this task in consultation with others.

The middle manager who had not selected 'Formulating curriculum aims ...' commented that she should have indicated it because she believed it to be her responsibility.

Administrative tasks

Tasks	1			2			3			5		
	LM	MM	TM	LM	MM	TM	LM	MM	TM	LM	MM	TM
Making decisions about what resources to buy.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Organising the storage of departmental resources.	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Maintaining dept. records of schemes of work, mark lists and minutes of meetings.	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Ensuring teaching rooms are suitable and offer adequate resources.	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

Table 8.8: The Administrative tasks expected of the middle manager by the interviewees.

One of the team members did not indicate 'Maintaining departmental records ... ' as expected because, although it would be nice to have central records, "she doesn't do that".

A middle manager commented about 'Organising the storage of departmental resources' that she was:

> "the one who has to lug everything about."

But another middle manager commented that although she retained overall responsibility it was actually organised by her team members; the task was delegated and so she had not indicated this as her responsibility.

Two of the middle managers stated that whilst they were responsible for 'Making decisions about what resources to buy' it was always discussed or done in consultation.

The middle manager who had not indicated 'Ensuring teaching rooms ...' stated that she actually did believe this to be her responsibility and was unsure why she had not indicated it as such.

Managerial tasks

Tasks	1			2			3			5		
	LM	MM	TM	LM	MM	TM	LM	MM	TM	LM	MM	TM
Monitoring the teaching of departmental staff.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Induction of new staff.	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Keeping dept. staff informed of whole school matters and encouraging debate.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Development of departmental staff's professional abilities.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Table 8.9: The Managerial tasks expected of the middle manager by the interviewees.

Only one interviewee did not indicate all the tasks in this area of the classification as the responsibility of the middle manager. The team member concerned indicated that, whilst the middle manager had a role to play in the 'Induction of new staff', it was part of a bigger role played by others. This perception was confirmed by one of the line managers who commented that this task was in fact shared with senior management who retained overall responsibility.

One of the middle managers commented that 'Monitoring the teaching of departmental staff' had involved her in checking exercise books of pupils in Years 7 and 10, seeing all the team teach and herself being observed teaching by her line manager.

Educational tasks

Tasks	1			2			3			5		
	LM	MM	TM	LM	MM	TM	LM	MM	TM	LM	MM	TM
Implementing a homework policy.	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	
Organising the testing of pupil attainment.	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	
Monitoring classes' progress through syllabi or schemes of work.	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	
Deployment of pupils into teaching groups.	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	

Table 8.10: The Educational tasks expected of the middle manager by the interviewees.

One of the team members did not indicate any of the tasks in this area of the classification as the responsibility of her middle manager. Her justification was that her middle manager did not do any of the tasks and the last three should be the responsibility of the senior management because they derive from their whole school policies.

Another of the team members only indicated the first two of the tasks because her middle manager did not do the last two tasks. However, she also commented that, although there was a department policy on homework, her middle manager did not check it was being implemented. Her middle manager agreed that she did not do enough to check that the homework policy was being implemented. The middle manager who had not indicated this as part of her responsibility was unclear about why she had done so because she actually believed it was part of her responsibility. She thought perhaps it was because she knew she did not do enough in this area.

The same middle manager had not indicated 'Organising pupil testing ...' because she did not feel this was the same as assessment which she did perceive as a middle management responsibility.

Priorities

Table 8.11 includes the responses of the line managers (LM), middle managers (MM) and team members (TM) interviewed at Gilberry School. The average priority for Gilberry School (GS) is also shown as is the priority accorded each task within the survey as a whole (S). LM1 and 3 are the same person and LM 2 and 5 are the same person. Their contributions are only counted once but their responses are shown here for ease of comparison. The subsequent discussion below focuses on those items included in the top three priorities by either two or more middle managers or by three or more interviewees.

Tasks	Average priority		No. of top three priorities			1			2			3			5		
	S	GS	LM	MM	TM	LM	MM	TM	LM	MM	TM	LM	MM	TM	LM	MM	TM
Teaching subject	2.6	2.8	1	3	3	2	1	1	9	1	2	2	8	1	9	1	5
Supervising/ monitoring colleagues work	5.4	4.3	2	2	2	1	6	2	3	3	10	1	1	5	3	6	1
Developing the curriculum ...	3.5	5.3	2	2	2	3	3	8	1	10	1	3	6	8	1	2	2
Collab. in whole school planning.	6.8	5.5	0	1	2	5	4	3	8	5	11	5	10	4	8	3	3
Co-ordinating and overseeing marking ...	7.3	5.8	0	2	0	10	2	9	4	8	7	10	2	10	4	11	4
Implementing school policy.	5.4	5.8	1	0	1	4	7	7	2	4	12	4	7	2	2	4	8
Being in charge of funds ...	7.1	6.8	0	1	1	8	4	5	7	2	3	8	11	12	7	10	7
Liaising with outside agencies	9.6	9.0	0	0	1	11	8	11	10	7	8	11	12	3	10	8	10
... assisting with the maint. of the fabric & facilities	9.5	9.0	0	1	0	9	11	12	11	9	9	9	3	9	11	12	12
Devising & monitoring pupil records.	5.8	7.8	0	0	0	6	5	6	6	12	5	6	5	6	6	7	6
Devising & leading INSET ..	7.1	7.5	0	0	0	6	5	6	6	12	5	6	5	6	6	7	6
Monitoring & controlling the use of stock ...	7.6	8.5	0	0	0	12	9	4	12	6	4	12	9	11	12	9	11

Table 8.11: The priorities as expressed by the middle managers and the members of their role set.

[The table is ranked according to the number of top three priorities allocated. The description of the tasks has been shortened in some cases.]

Teaching subject throughout the school

Three of the four middle managers interviewed had placed this as their first priority. One of them justified this by saying that she spent most of her time teaching and it had a direct effect on the school if it was done badly. Another of the middle managers stated that it was important to have contact with each of the year groups.

It is interesting that only one of the line managers placed this in their top three but three of the four team members placed it there. The line manager stated that it was assumed that heads of department were good teachers and they were therefore expected to 'lead from the front' and set a good example. One of the team members, who was herself a senior manager within the school, expressed the idea that the middle manager should act as a role model and be able to have empathy with their departmental team, another commented simply that the head of department was primarily a teacher.

Supervising/monitoring colleagues work to ensure that policies are followed through.
One of the two middle managers who placed this in their top three did so because, in her opinion, once the department had come to a decision it was her responsibility to check that the decision was followed through. The other middle manager had given it a high ranking because it was a task that had a high profile in the school generally. The other two middle managers gave this task only a middle order ranking.

Both line managers and two team members placed this task within their top three priorities. The line manager who placed this as his first priority commented that it was important to look at classroom management and policies, so as to improve classroom and pupil performance. The second line manager stated that this was part of the leadership aspect of the role of the academic middle manager, as well as part of implementing school policy. There was the need to check that all teachers were 'working in line'. One of the team members commented that, as an NQT, it would have been nice to have received more guidance whilst the other team member commented that it should include encouraging.

Developing the curriculum including teaching and learning strategies
Two middle managers placed this task within their top three priorities but one gave it a middle order ranking and another gave it a low (tenth) ranking. One of the middle managers who gave this a high priority commented that she might have given it a lower priority if she had been staying in post for longer because she "had been

working from scratch" when she arrived but she felt the necessary policies were now in place.

The two line managers placed this in their top three priorities with the first stating that in his opinion this was to do with leadership; it was necessary to have a sense of direction which led to improvement and a sense of identity or team. The second line manager stated that this had:

> "to be their first role, they are specialists in that area and they should be leading others."

However, one of her middle managers gave this task a very different ranking to his line manager. There was no explanation offered for this.

One of the team members perceived this as a leadership role when she said that:

> "the head of department has to take a lead to ensure a standard is set across the department ... It's what they are paid for."

Collaborating in whole school planning

Two team members placed this task in their top three priorities. One of them commented that it was important that the middle manager fed down what they had learned or done. She continued to say:

> "HOD is our representative within the whole school and if she is collaborating in whole school planning or development planning she then has the option to ask our opinion and keep us informed. You can become detached from what's happening at the top of the school and we do need a link to there"

The other team member said that it was important so that the middle manager knew what needed to happen next. In her opinion middle managers had a role to play in whole school issues.

Whilst neither of the line managers placed this task in their top three priorities, one of them did comment that the middle managers:

> "are working as part of a school and it is to be hoped that they are also collaborating in whole school planning and implementing school policies."

Co-ordinating and overseeing marking in line with school policies

Once again there was a discrepancy amongst the middle managers about the importance of this task. Two ranked it highly (second) and two ranked low (eighth and eleventh) on their priorities. One of the former middle managers commented that there had been a lot of work done within the school on homework, assessment, marking and stretching more able students. The second thought it was a high priority for her personally partly because of her additional responsibility for the whole school assessment policy. She also viewed this as being about assessment and record keeping rather than pure marking. The split in opinion between the middle managers about the appropriate ranking suggests that as a group they did not agree on the priority to be given to these tasks.

Influences over priorities

Three of the four middle managers stated that the priorities were mainly based on their personal beliefs. One commented that her personal opinion of what the priorities should be were much the same as those communicated by the senior management and her departmental team. Another stated that the priorities she had voiced were decided upon by a mixture of communication from the senior management and departmental teams with personal beliefs. The fourth middle manager stated that the priorities changed from year to year and it was necessary to 'listen carefully to what was going on in the school.'

One of the line managers considered that the priorities were communicated to middle managers through the questions that were asked at meetings and the issues that were monitored through observations. The staff handbook was being up-dated to reflect

the increased emphasis on supervising/monitoring in school. The other line manager commented that the priorities were communicated implicitly, rather than explicitly, through feedback at supervision meetings. The School Development Team also fed in values by its work but the priorities were never spelt out.

Overall, there were a number of tasks for which there was a wide difference between the priority allocated by an individual middle manager and that allocated by either the line manager or team member which is an indicator of role ambiguity.

Summary

At this school there was a very structured and official line management system for the middle managers who had regular, formal meetings with their allocated senior manager. The expectations and priorities of the senior management were communicated through this medium, mainly through target setting. The meetings were well received by the middle managers and recognised as useful. The middle managers did not, however, adopt a similar strategy with their team members. In general, there was regular monitoring of teaching, which was required by the senior managers but there were no individual meetings between middle managers and their team members.

The 'Departmental staff' were considered by the middle managers to be the most influential in three of the four areas of decision-making and second most influential in the fourth area. The pupils were considered the third highest influence in all four areas.

A large number of the expectations in the given list did not appear in the job description but, despite an apparent lack of clarity over how they were communicated, there was good agreement over what was expected of the middle managers, particularly in the Managerial area. There was most disagreement over expectations in the Educational area from the team members.

Whilst the communication pathways for the senior managers to the middle managers were official and clear there does not appear to be a unity of perception of their role on the part of the middle managers. The pathways for communication of the team members with their middle managers were less clearly defined and this became apparent when they were asked to indicate their perceptions of the expectations and priorities of their middle managers. However, the middle managers' indication of the relative strength of the influence of their departmental or team members is a sign that the middle managers believe they are listening to their team.

The middle managers did not express any awareness of role conflict. They were either unaware or unconcerned about the differential expectations of their line managers and their team members which were particularly apparent in the 'Educational' tasks. There were some very large differences in the ranking of priorities between the middle managers and the members of their role set. There were also parts of the management style of some of the middle managers which some team members did not view as positively as their middle managers. Whilst personality is not part of role, if the manner of fulfilling a task is not acceptable or not perceived as actually fulfilling the task then the role performance has not been enacted.

Chapter Nine

Analysis

This chapter will draw on the material in the Literature Review, Survey Analysis and three case studies around common themes. Where possible, it will establish the current thinking on the theme and show how the research completed here either reinforces the existing view or challenges it.

Role and its Definition

Why consider role?

It was noted earlier (p31) that several writers (John, 1980; Adams, 1987; Armstrong et al, 1993) believe it is important for role incumbents to fully understand their role and its expectations. This requires an understanding of the definition of role along with consideration of who defines a person's role.

It was argued (Brydson, 1983, p7) that the role of the head of department "must be widely and universally understood" and that evaluation of the role incumbent must be in respect of what they ought to be doing, not what they are actually doing. The 'Framework for the Inspection of Schools', the Ofsted publication used to guide its inspection of schools, does not give details of its expectations of middle management but they do expect middle managers to understand their role. Midwood & Hillier (1987, p6) also state that a department head needs to know what is expected and the associated performance criteria so that they can judge their effectiveness and plan strategies for growth in effectiveness.

The communication of expectations was investigated within the case studies. At Samsted the middle managers stated that the main method of communicating the

middle managers' responsibilities was through the job description, which was printed in the Staff Handbook. Several of the middle managers stated that, once given, it was assumed the expectations were fulfilled until it was proved otherwise. However, one of the middle managers felt there were a number of unwritten expectations which it would be difficult for a new middle manager to access. After time, she stated, a middle manager just knew what was expected.

The middle manager also needs to know how his or her role relates to the remainder of the institution and the relationships involved (Armstrong et al, 1993, p1). Several case study interviewees did not know how aspects of the middle managers' role were communicated to them or how they knew what their role was. This led to ambiguity and differences in expectations and in priorities attached to tasks. This is clearly at odds with writers (Handy, 1988; Fielding, 1996; Howard, 1988) who state that the expectations, parameters and authority need to be clearly defined so that everyone within the role set is clear about boundaries of the role.

What is role?

The definition of role is more than simply a list of tasks or responsibilities (John, 1980, p47). It is necessary to place it within the context of the whole school and its way of working. Thus it includes the relationships with other positions within the organisation in the definition and is often taken to include the behaviours expected (Adey, 1988, pp320 - 1). Role is dynamic because its definition is dependent on relationships so, as associations develop and change, so does the role.

Teachers regularly act out more than one role. For example, 87% of the respondents to the survey were form teachers, or held similar pastoral responsibilities, as well as subject teachers. Morris and Dennison (1982, p40) describe four roles that a middle manager occupies, sometimes simultaneously, and go on to declare that there are often different expectations of these roles amongst fellow heads of department as well as the various members of their role set.

Who defines role?

Handy (1993, p61) states that the role is defined by the individual's personal attributes and skills as well as the situation they are working in. The situation is bounded by the role expectations of the members of the role set who could be defined as the group of people with whom the role incumbent interacts in some non-trivial way. So for the department head, their role set might include not only the teachers within their own department but also their fellow department heads, pastoral leaders, head, governors, parents and of course the pupils or students.

The survey findings gave an indication of which groups within the middle managers' role sets were most influential. Within all four areas of decision making, one taken from each of the four quadrants of the classification (p63), the 'departmental staff' were top rated and the 'head and senior management' were the second highest influence.

The concept of role as a dynamic entity (Howard,1988, p87) is supported by the finding that the 'head and senior management' were noted as potentially more influential to the middle managers in the management quadrant, when considering the professional development plan for their subject area or department, and 'parents' were considered to be a much stronger influence when decisions about discipline were being made. This would suggest that as well as occupying a number of distinctly different roles, such as manager, teacher, friend, the middle manager may actually have different role sets or accept different members as having legitimate influence for different parts of their management role. The constant mediation of the perceived expectations of different groups within the role set along with consideration of their perceived legitimacy makes role a very fluid reality.

The differential expectations perceived by the middle managers in the survey are also a useful guide as to how their role is shaped by others. When considering tasks within the 'Academic' quadrant of the classification (p63) the middle managers were accurate in their perceptions of the expectations of their heads. However, clearly not all accepted these expectations as legitimate because a lower number of middle

managers actually indicated they accepted these tasks as being their responsibility. This is an example of how the role incumbent might sometimes ignore the role expectations sent by members of their role set. In addition, despite the influence claimed for the 'departmental staff', a number of middle managers indicated tasks in the academic area as their responsibility but indicated them as not expected by their team members. In this case their perception of their role was more closely related to the expectations of their heads.

Within the 'Educational' quadrant it was not as clear against whom the middle managers were aligning their own expectations. There were clear indications of perceived role conflict by the middle managers. As an example, whilst 90.0 per cent of the middle manager respondents perceived 'Implementing a homework policy' as expected by their heads, all of the heads expected it, a statistically significant difference at the 99.9 per cent confidence level, 80.2 per cent of the middle managers accepted it as a legitimate part of their role but believed only 72.8 per cent of their teams expected it. This means that as many as 20 per cent of middle managers are ignoring this aspect of their role sent by their heads. It is possible that the role communication is not clear. Within one case study school, two of the team members indicated this task as not expected of their middle managers, believing instead that the teacher should be expected to act professionally. Both their middle managers stated it <u>was</u> the responsibility of the middle manager. This is evidence of weak communication of role expectations leading to potential role ambiguity.

The difference between the expectations and priorities communicated and those perceived as legitimate by the middle managers was clear from both the survey and the case study research. The middle managers within each case study school were not of the same mind about how such matters were communicated or what influenced their priorities. In addition, from the survey it is clear that many middle managers are aware of the expectations of their head but decide that in some cases these expectations are unreasonable or not legitimate. This emphasises the place of the role incumbent in shaping their role, despite, in some cases, the best efforts of their role sets to influence them.

How much does the role incumbent influence their own role?

Some writers (Ribbins, 1988; Morris & Dennison, 1982) believe that individuals do not simply accept the role as it is given, they interact with the situation and adjust their response accordingly. So 'role senders' exert pressure on the role incumbent in line with their expectations and the role incumbent considers their response before action. As well as communicating those tasks which are expected, the role set will convey the relative priorities which, in their opinion, should be applied to the tasks. It would seem that a number of middle managers are either unaware of this, do not consider the role set's opinion legitimate or have role sets which do not communicate priorities, because a large number of the middle managers interviewed stated that the priorities they had given to the tasks in the survey were drawn from their own personal beliefs but these may be subtly influenced by the role set. One middle manager did comment that her personal views were in line with the priorities communicated by senior management and her team. Another, by admitting that her priorities were the result of mixing her personal beliefs with those communicated by senior management and team members, was demonstrating the principle of role adjustment.

It might be the case that the expectations are in conflict with other roles that the incumbent holds so the response might not be exactly what the role senders desired. They might adjust their expectations or make their message clearer and so the cycle goes on. Fondas & Stewart (1994) stated that in practice role incumbents influence the expectations of their role sets, they create opportunities to shape role expectations. They detail circumstances and situations that affect the ability of the role incumbent to successfully shape role expectations.

Best et al (1983, p54) claim that this ability is limited for professionals working within formal organisations. They say that there is often a tense relationship between the role incumbent and the formalised structure of role expectations. However, it was clear from the case studies that the communication of formalised role expectations is sometimes weak and, whilst there may be details written in official documentation, there is a difference between these details and the role enacted by the

middle managers. Earley & Fletcher-Campbell (1989, p41) note very similar situations in their research. Howard (1988, p87) found that, despite the best efforts of the head, the groups that make up the role set have a strong influence on the incumbent. The middle manager respondents to the survey indicated their departmental team as being the most influential group within all four areas of decision making. Within the line managers interviewed in the case study, the influence of the departmental team was recognised but the team members themselves seemed less aware of the strength of their influence.

Is the fulfilment of role straightforward?

Role fulfilment can be difficult if different members of the role set have conflicting expectations, if their expectations are in conflict with the incumbent's personal beliefs or the different roles of the individual are in conflict with each other. Some of the differential expectations found during the research were discussed in the section on 'Who defines role?' (p34).

The definition of an individual's role within a particular situation at a given time is potentially problematic; the different perceptions of the role and how it should be fulfilled are likely to cause stress. Handy (1993, pp63 - 5) suggests there are three main types of role stress. Role ambiguity is caused by uncertainty on the part of the individual or the role set as to what the role should be. It is also caused by differential perceptions of the role within the role set. In a number of survey schools the head had different expectations of the middle manager to those the middle manager perceived as expected and indeed accepted as their role. The middle managers clearly perceived that members of their role set had different expectations of their role as they often indicated a task as expected by their head but not by their team members. In the Academic and Managerial areas of the classification the middle managers tended toward their head's perceived expectations and a high number indicated tasks in this area as their responsibility. In the Administrative area of the classification the middle managers behaved in accordance with their perceived expectations of their team members and a relatively low number indicated tasks

within this area as being their responsibility. For two of the tasks there is a statistically significant difference at the 98 per cent confidence level between the heads and the perceptions of the middle managers. In the fourth area, the Educational, the different perceptions were not reconciled and the middle managers perceptions are again statistically significantly different from their heads for three of the four tasks."

Role incompatibility is the result of incompatible expectations of the members of the role set. At Samsted, the line manager clearly expected the middle managers to monitor the work of staff teaching within their area of responsibility. One of the middle managers, whilst being aware of this expectation of him, was aware that members of his team were not comfortable with the process. Under interview, one of his team members actually stated that he did not view direct monitoring of his teaching as being part of his middle manager's role. The expectations of the line manager and the team member were incompatible.

Role conflict is where the individual has to act out more than one role in a given situation and the roles are incompatible. Earley & Fletcher-Campbell (1989, p70) called this latter type of conflict between various roles, role overload. All of the middle managers interviewed during the case study voiced concern about their lack of time. They did not feel they had sufficient time to complete both their teaching role and their management role satisfactorily. There were also times where the management role required them to leave their own classes and they were concerned about the impact on student learning. Bullock (1988, p63) found that lack of time appeared to leave a situation where heads of department had role conflict built into their role and that they often felt a 'conflict of loyalty' between their allegiance to their head and their department.

Earley and Fletcher-Campbell (1989) found that a large number of middle managers had responsibilities in addition to those for academic curriculum area management. These could often be in conflict with their main role both because of the different expectations and their use of time. Approximately half of the survey respondents had

additional responsibilities, some of which were whole school curriculum duties such as co-ordinators of GNVQ, citizenship, PSE or careers, others were linked to whole-school assessment or responsibility for the timetable. Some had additional posts of responsibility within the pastoral curriculum, such as head of year, head of lower school, or primary liaison co-ordinator, whilst others were responsible for extra-curricular activities such as Duke of Edinburgh co-ordinator. Within the case study schools, a lower proportion of middle managers had additional responsibilities.

The reason for accepting these additional duties despite the potential for role conflict was made clear during interview when comments were made by both middle managers and team members that acceptance of additional responsibilities, usually of a whole school nature, was a necessary pre-requisite for promotion. Being a good curriculum area leader was not considered sufficient.

The tasks required of an academic middle manager

There are a large number of books available for both the aspiring and practising head of a subject department or area which often list the tasks likely to be expected of such a postholder and give advice on how to carry out those tasks. Bland acceptance of such lists can be limiting and certainly Lambert (1972) thought it better to "think out role-definitions in relation to objectives."

Bennett (1995) finds a clear culture in job descriptions that heads of department are in charge of delivering what is laid down by those in higher positions within the management hierarchy and not further developing what is to be done. OFSTED, through their reports, indicate their wish to see middle managers more actively involved in devising policies and improving the work of their subject areas.

A number of writers (Bennett,1995; Dunham, 1978; Earley, 1992; King, 1983; Bell, 1992; Brydson, 1983; Lambert, 1972) have proposed models which offer outlines of the tasks that are expected of academic middle managers. Some models are based on lists of tasks gathered from observation of middle managers whilst

others are drawn from a more theoretical base. In a similar way some of the models merely group tasks together, whilst others attempt a more analytical approach.

A number of these models and classifications were considered in the Literature Review (p51) and a classification was derived that encompassed all the areas highlighted by earlier writers.

A classification of tasks for the academic middle manager

There is evidence that a classification divided into Academic, Administrative, Managerial and Educational where the model is based upon the fundamental constructs of a continuum, between people and tasks as one dimension and between institutional and academic aspects as the other dimension, has some grounding in theory (see p63). A model based on the fundamentals of the management situation can more easily be applied to the growing number of cross-curricular co-ordinators as well as to heads of subject departments.

The non-personnel aspects of the role are gathered into the two instrumental areas in the classification, the 'Administrative' and 'Academic'. Both areas are to do with organisational paperwork, with the 'Academic' tasks being those which are directly supportive of the learning of the pupils within the subject ,whilst the 'Administrative' tasks are concerned with the whole school aspects of the role.

The two expressive areas within the model, 'Managerial' and 'Educational', are both 'people-centred'. The whole school aspects in the Managerial area are about the monitoring and development of staff as the subject's contribution to institutional aims. The Educational area is about the monitoring of work, and the progress and development of pupils as individuals.

Consideration of the various lists of tasks, that writers deem to be the responsibility of the academic middle manager, was completed in the Literature Review (p52). A normative list was developed based on the four areas of the classification.

Ranking the areas of classification

Within the survey, when teaching was removed from the priorities list because it was not part of the middle managers' managerial duties, the ranking of the quadrants of the classification was clear. The 'Academic' quadrant was ranked highest. This is the area which contains those tasks that have long been accepted as the responsibility of the head of department such as schemes of work, developing the curriculum and implementing school policies.

Surprisingly, the second highest ranked area was the 'Managerial'. This quadrant contains those tasks which are relatively new to the academic middle manager role and found by earlier researchers to be ignored or not accepted as part of their role(Lambert, 1975; Earley and Fletcher-Campbell, 1989; Bullock, 1988). The high ranking (average priority of 6.45) is indicative of middle managers' acceptance of this aspect of their role.

The lowest placed quadrant, the 'Administrative', had its tasks clearly given a low priority, being placed seventh, tenth and eleventh out of twelve tasks. This low ranking is unexpected as Bullock (1988) found that administrative tasks were done in preference to other tasks because they were most easily noticed by other staff if they were not done.

	Survey	Case study 1	Case Study 2	Case Study 3
1	Teaching subject throughout the school. (2.56)	Developing the curriculum including teaching and learning strategies. (1.60)	Teaching subject throughout the school. (1.00)	Teaching subject throughout the school. (2.75)
2	Developing the curriculum including teaching and learning strategies. (3.47)	Teaching subject throughout the school. (3.20)	Implementing school policy. (4.35)	Supervising/monitor-ing colleagues work to ensure that policies are followed through. (4.25)
3	Implementing school policy. (5.40)	Supervising/monitor-ing colleagues work to ensure that policies are followed through. (6.20)	Developing the curriculum including teaching and learning strategies. (5.35)	Developing the curriculum including teaching and learning strategies. (5.25)

Table 9.1: The top three priorities of middle managers from the survey and from the three case studies (where they were chosen by more than one individual), with their mean average priority in brackets.

Table 9.1 shows the responsibilities indicated as being within their top three priorities by both survey and case study respondents. It is clear that in one school the emphasis is very clearly on the middle manager actually teaching but in all cases the curriculum development aspects of the role are emphasised. This is the traditional expectation of the middle manager.

Despite the high ranking of the task 'Implementing school policy' in the survey, with a mean average priority of 5.40, only one of the case study schools placed it highly. This school had a large number of 'difficult' students and one of the middle managers commented that she viewed 'Implementing school policy' as supporting the teaching and learning.

	Case study 1		Case Study 2		Case Study 3	
	Line manager	Team members	Line managers	Team members	Line managers	Team members
1	Implementing school policy.	Developing the curriculum including teaching and learning strategies.	Developing the curriculum including teaching and learning strategies.	(=)Implementing school policy. (=)Supervising/ monitoring colleagues work to ensure that policies are followed through. (=)Collaborating in whole school planning.	(=)Developing the curriculum including teaching and learning strategies.	Teaching subject throughout the school.
2	Developing the curriculum including teaching and learning strategies.	(=)Supervising/ monitoring colleagues work to ensure that policies are followed through.	(=)Supervising/ monitoring colleagues work to ensure that policies are followed through.		(=)Supervising/ monitoring colleagues work to ensure that policies are followed through.	(=)Supervising/ monitoring colleagues work to ensure that policies are followed through.
3	Supervising/ monitoring colleagues work to ensure that policies are followed through.	(=)Teaching subject throughout the school.	(=)Implementing school policy.			(=)Developing the curriculum including teaching and learning strategies.
4						(=)Collaborating in whole school planning.

Table 9.2: The top three priorities of members of the middle managers' role sets from the three case studies (where they were chosen by more than one individual).

By looking at Table 9.1 and 9.2 together it can be seen that the top three priorities indicated by the members of the middle managers' role sets were quite different from those of the middle managers. There was much less emphasis on teaching and much more emphasis on 'Supervising and monitoring ...' from both line managers and team

members. This is an area that middle managers previously believed was not expected of them by their teams. The traditional role of 'Developing the curriculum ...' was also ranked highly by the role set and would indicate that there has been an expansion of the expectations of the role set in recent years to include more supervision and monitoring alongside, but not replacing, the traditional elements.

The fact that the middle managers' priorities are different to both their line manager and their team members is an indication of the weak communication of role expectations or of the middle manager not adjusting their role expectations in line with the communicated priorities. Earley and Fletcher-Campbell (1989) found that there were some role expectations that ineffective department heads were unwilling to accept because they were not seen as legitimate. Their lack of acceptance of these aspects of their role meant their departments did not improve as rapidly as they might. Unlike Earley and Fletcher-Campbell (1989), the author found that middle managers did state that the more managerial tasks were part of their role but it is not possible to say whether they actually complete the tasks. There was some evidence from the case studies that the statement of agreement by the middle managers was not always in line with their practice.

Position Within the Secondary School Structure

A number of writers define middle managers as being the tier of management between the senior managers and those classroom teachers who have no post of responsibility (Bennett, 1995; Armstrong et al, 1993; Wood, 1993; Bailey, 1981). They are responsible for the co-ordination of the day to day work of their subject or curriculum area within school policies and for the two-way communication between senior staff and those staff working within their area (Bennett, 1995). They are, in effect, responsible for the application of the vision of their senior managers.

Responsibility points

Bennett (1995, p107) found that positions allocated three or four incentive points were always considered to be middle management posts by the heads but 75 per cent

of those allocated two points and 25 per cent of those allocated only one point were also considered to be middle management posts.

Within the author's survey, 82.4 per cent of the respondents were allocated three or four incentive points for their academic curriculum management responsibility. There was, however, some difference across the five categories of middle manager surveyed. Whereas 95.8 per cent of the middle managers responsible for 'a major single subject', a category likely to include two, and possibly all three, of the National Curriculum Core subjects, were paid three or four incentive points, only 58.6 per cent of the 'cross-curricular co-ordinators' were paid at the same level. This was found to be a statistically significant difference at the 95 per cent confidence level. There was a gradual reduction in the proportion receiving four responsibility points across the first three categories (see p163) with markedly less in the fourth. In view of Bennett's findings, it is possible that a number of these subject leaders are not considered to be middle managers by their heads. This perspective is more likely to occur amongst cross-curricular co-ordinators, who already have a more difficult task because of the dispersed nature of their subject responsibility, than amongst single subject leaders.

As stated in Chapter 4, this 'could reflect a form of hierarchy within the different types of middle manager, their 'relative worth' or importance being manifested in the number of points they are awarded.' It is equally possible that the 'low ranking' middle managers have different expectations communicated to them, either intentionally or not.

Line Management

In line with their intermediary role, predicted by the literature, the majority of middle manager survey respondents (59.0 per cent) indicated that their line manager was a deputy head. However, with only approximately two thirds (68.6 per cent) of middle managers in agreement with their headteachers about line management (see Table5.8 on p171), and almost a quarter (24.5 per cent) unclear or incorrect about their line manager, there are a number of middle managers who are clearly in an ambiguous

Professional Leader or Leading Professional

History of the Role of the Academic Middle Manager

Growth in recognition of the management role of department heads

The evolution of comprehensive schools with their increased size and greater mix of pupil entry demanded changes in organisation. During the early 1970s the job of 'Head of Department' changed from that of senior subject teacher to manager of a large department (Morris & Dennison, 1982). In the major subjects in large schools there were nearly as many staff in a department as there had formerly been in small grammar schools. The 'department' developed into a unit of organisation and management. Decisions about curriculum content, teaching methods and pupil grouping were often left to the Head of Department (Chamberlain, 1984) and the implementation of this role had serious implications for the efficacy of the school (Morris & Dennison, 1982).

During the early 1980's, innovations, such as GCSE, relied on the head of department or a similar subject specialist to implement them. Within the survey, 22.2 per cent of the middle managers had entered teaching over 25 years ago and had worked through the introduction of GCSE and the National Curriculum.

The extra demands of curriculum change lead to a widening of the head of department's role with staff development and increased emphasis on pupil assessment leading to a dual role for the head of department: part of a management team and leader of a department. Increasingly their role was to take the whole school objectives, work within them in the smaller unit and contribute to their fruition (Chamberlain, 1984).

The middle managers who had been in post through this period would have experienced this increase in the managerial element of the academic middle managers' role. One middle manager, from Gilberry, commented that the 'management thing' had come along since he had been in post and was unhappy about the change in role.

The post no longer suited his personality and he was looking to move away from academic middle management.

Wallace (1986) expressed the view that there were still some 'traditional' Heads of Department who viewed their status as a reward for good work but, by 1990, Earley & Fletcher-Campbell felt there was increasing recognition that the 'Head of Department' played a crucial role in the effective operation of the work of departments (Earley & Fletcher-Campbell, 1990). Bennett (1995), whilst agreeing that the idea of 'middle management' had developed during the mid -1980s, argued that it was still ill-defined. Bullock (1988), Earley and Fletcher-Campbell (1989) and Bennett (1995) all found a lack of acceptance of their management role by academic middle managers.

Half of the respondents in the survey had been in post for five or less years and should have had 'modern' expectations of their role. However, 91.0 per cent overall had held posts of responsibility before, often as second in department, and will have 'learned' many of their attitudes during this period. This idea of learning expectations from previous postholders was borne out by one middle manager from Samsted who stated at interview that she had learned, from her previous Head of Department, what not to do.

The role of the middle manager in the 1990s

In 1998 the TTA published their 'National Standards for Subject Leaders'. They state that the "core purpose" of the 'Subject Leader' is "to provide professional leadership and management for a subject...". This restatement of the management role of the academic middle manager follows on from a decade of change which included the Education Reform Act (ERA) and its associated legislation which, according to Bush (1995, p4), "transformed the educational landscape ... ".

Recognition of this management role by middle managers is apparent from both the survey and the case studies. Within the survey "Development of the curriculum including teaching and learning strategies" was ranked second overall of the list of

including teaching and learning strategies" was ranked second overall of the list of tasks and was in the top three tasks in all three case study schools. There were however, some middle managers who did not rank this task as highly which is a sign that not all middle managers have fully accepted their role at the centre of curriculum management. The expectations of the line managers were clearer in all three case study schools. They all placed the "Development of the curriculum ..." in the top three tasks they expected of middle managers.

At the beginning of this period, Kemp & Nathan (1989, p2) noted that, as schools became larger, the number and complexity of management tasks also increased and with headteachers increasingly involved in executive functions, the day to day management of the schools fell to the middle managers (Jones and Sullivan, 1997, p93). The ERA not only introduced change in the form of the National Curriculum but also led to schools having much more control of finance which in some schools gave middle managers greater control of their own budgets (Knight, 1989). It is difficult to judge from the research data whether middle managers have fully grasped their responsibilities in this area. Whilst "Being in charge of funds for the department" was given a middle order ranking in the list of priorities, there is a significant difference between this and the higher order budgeting that Knight refers to.

Other parts of the ERA also lead to extra work for middle managers. The principle of open enrolment led to the need for materials that explained the work of the school to a lay audience. The publication of results and league tables opened individual subject areas to public scrutiny. The compulsory inspection of schools required the formalisation of routines and procedures and the production of policy papers, handbooks and other documentation for the school. Whilst much of this was already in existence no one had previously collated it and rapid response was required from individual subject areas (Ofsted, 1994, p44). There were several comments during the case study interviews and evidence from at least one meeting that the paperwork required to support the teaching and learning process was much more rigorously pursued by the middle managers in the build up to an inspection. Records and plans

were checked by middle managers during this period when they would otherwise have been left to the classroom teachers to maintain to a satisfactory standard.

Centrality of the Middle Manager

As long ago as 1977, HMI commented that the head of department was the "key figure" governing the quality of work in school. The HMI in Wales a few years later commented that the effectiveness of the school was reliant on the competence of its heads of departments and that the quality of professional leadership needed was much higher than the modest status accorded heads of department in school hierarchies (HMI (Wales), 1981, p13).

Several writers (Morris & Dennison, 1982; Brydson, 1983; Mathematical Association, 1988; Earley & Fletcher-Campbell, 1989; Brown and Rutherford, 1996; TTA, 1996) have commented on the need for strong leadership at departmental or subject level if schools are to be effective. Bell (1992, p40) succinctly summarises the work required at this level as being "...the integration of individual, team and school goals." This view is supported by a line manager in one of the case studies who commented that:

> "... the essence of the middle manager's job: to receive and to contribute to school policy and make sure it is actually executed at their level."

Head of Department as Senior Teacher

Several writers (Lambert, 1973; Stokes, 1981; Ribbins, 1986; Adey, 1988) comment on the need for a department head or subject co-ordinator to be a good teacher. They note that this is expected not only by the heads of department themselves but also by other heads of department, senior teachers and classroom teachers.

When asked to place a range of tasks in priority order in the survey, 58.9 per cent of middle manager respondents indicated 'Teaching subject ...' as their top priority and 79.7 per cent placed it in their top three priorities. There were some differences

between the different categories of middle manager with Category 1 middle managers giving it the highest priority.

Bullock (1988, p98) found that the role of head of department was viewed as being a master teacher rather than a manager. He also found that the need for a dual role was a cause of role conflict because of a lack of time (p20). Marland & Smith (1981, p65) state that it is not enough to be an excellent teacher, the head of department needs to be able to stimulate and maintain a team effort toward achieving the departmental aims and objectives.

Adey (1988, p332) believes that the teaching role can ease the workload of the managing role by the head of department 'leading by example', demonstrating good subject knowledge and a clear philosophy. One middle manager interviewed by the author commented that it was essential to show the team that you work very hard and can apply the policies successfully yourself. This is a good demonstration of leading by example and attempting to gain respect from performing well in the main task of teaching. Hughes (1985, p277) believes that leading professionals need to gain professional authority by demonstrating excellent skills in the professional area and, more recently, Harris et al (1995, p288) found that, in effective departments, the middle managers act as leading professionals.

At Gilberry, one of the middle managers claimed to lead by example but was not considered a good leader by his team member or his line manager because he lacked 'vision' and was a weak communicator. In this case, establishing himself as an excellent teacher was not considered sufficient.

Some of the team members interviewed in the case studies held strong opinions about the middle managers' role as a teacher. From the twelve interviewed, five placed it as the top priority and seven placed it in the top three priorities. There were various comments to support this high priority such as:

> "We are here to teach and that's what we should be doing."

"... that is what they are appointed to do, they are a teacher above all else."

"I think to be a good middle manager you have to be doing what your staff are doing in the classroom."

Another team member commented on the need for the head of department to be a good role model and have empathy with their team. One of the line managers observed that it was assumed that heads of department were good teachers and they were expected to lead from the front.

From this case study material it would appear that the team members believe their middle managers should be a teacher first and foremost, and that they should act as leading professional by setting a good example and possessing extensive subject knowledge.

Management of Staff

In the 'Managerial' quadrant (the one which has seen the largest change in responsibility in recent years) the number of heads expecting these tasks of their middle managers was higher than that perceived by the middle managers. In line with the trend noted in the 'Influences On Decision Making' section of the questionnaire (p178), the expectations of the middle managers were closely aligned with the perceived expectations of the head with a much lower percentage noting these tasks as expected by their team

Teaching staff

Whilst Bennett (1995) found that many heads viewed middle managers as any teacher having an incentive allowance for extra responsibility, other writers (Meredith, 1994; Bell, 1992) express the opinion that management is about working with a team of people and not just having extra tasks to complete.

Eight survey respondents did not have any responsibility for other teaching staff but they were classified as middle managers by their headteachers. This suggests that the definition of middle managers used in this research is not universally acknowledged.

The eight middle managers who were not responsible for the work of any teaching staff and seventeen more, who were responsible for two or fewer members of teaching staff, were all in Categories 4 and 5 as defined by their headteachers. One cross-curricular co-ordinator, who stated on his questionnaire response that he was responsible for the work of two full-time teachers, stated at interview, during the case study, that he was responsible for all the teaching of his subject across the curriculum and therefore had indirect responsibility for a very large number of staff. It is possible that this situation could be true of more Category 4 middle managers in the survey and that this could account for the tendency to state responsibility for low numbers of teaching staff on the questionnaire whereas in reality they are responsible for the teaching of a much larger number of staff

Ancillary or associate staff

The literature took little account of middle managers' responsibilities for the work of ancillary or support staff but more than half of all the survey respondents (57.5 per cent) had responsibility for ancillary or associate staff with 20.9 per cent having responsibility for five or more. There were large variations between the different categories of middle manager with Category 4 having a statistically significantly different distribution of both full and part-time associate staff..

Middle managers with ancillary staff have additional management tasks because, unlike teaching staff who have most of their work during the school day dictated by the time-table, associate staff need to have their work planned and co-ordinated. However, of the eighteen respondents who were responsible for more than five ancillary staff, seven were paid only two or less responsibility points. This would appear to indicate that either their increased management load was not recognised or was not financially rewarded.

Leadership

Leaders are seen as individuals who can influence the behaviour of others (Bryman, 1992) but Howard (1988) added the rider that the creativity required of an effective leader should not be confused with the completion of routine tasks. These leaders need to work from within the centre of a web of inter-personal relationships rather than from the top of a traditional hierarchy and such leaders need to work on the basis of shared purpose, co-operation and clarification rather than telling people what to do (Brown & Rutherford, 1996). Within the case studies a number of middle managers mentioned having a participative style of management. One of the middle managers interviewed at Gilberry commented that if the staff were not happy they would not complete the task so discussion and persuasion were essential elements of her leadership style. At the same school, a team member commented of a different middle manager that he was not good at persuading and saw him as a weak manager.

If leadership is a dynamic concept, like 'role', then effective leadership must be the successful integration of a number of factors such as concern for defining and achieving tasks, concern for the interpersonal relationships within the group, and choosing appropriate methods of involving colleagues in the work of the group (Bell, 1992). If this is to succeed then time must be made available for genuine consultation. However, not all issues can be tackled by group decision-making and sometimes the leader or appropriate delegated person has to 'announce' the decision (West and Ainscow, 1991). One of the middle managers from Samsted commented on how some other middle managers were not approachable and simply announced decisions. Whilst he did recognise that on occasions this was necessary and was prepared to do it himself, he did not believe it was appropriate for most decisions. Another middle manager also liked to think she negotiated and gave others opportunities to have their say but could be authoritarian if required.

There was a desire, voiced by one of the team members interviewed at Gilberry, to participate but not to the point where the middle manager simply passed on all the information she received which left members of her team feeling 'swamped'. Her

middle manager believed herself to be a good communicator and was proud of her willingness to pass on information.

Supporting, monitoring and line management

For the leader, the purpose of modifying and influencing behaviour is so that organisational goals can be achieved, by working through others (Trethowan, 1987). But in the past many heads of department were found to be reluctant to manage their staff (Midgley, 1980).

Line management

Within the three case study schools there were different patterns of line management. In Samsted, four of the five middle managers interviewed expressed the opinion that they felt 'under managed' with no regular time-tabled meetings and only casual contact with their line manager who was the Vice Principal. Whilst they all felt able to approach him if needed there was a feeling of isolation and balkanisation of the departments. The middle managers, their team members and their line manager all placed 'Supervising/monitoring colleagues work to ensure that policies are followed through' in their top three priorities. So, despite the middle managers' perceived lack of supervision, they all agree that supervision of those within their team is important.

Westwood had a wider pattern of line management with all the members of the senior management team (except one) responsible for line management of specified academic middle managers. They recognised the need to have regular time-tabled meetings but for two of the middle managers these were not possible. The meetings that were held were considered to be very helpful in both tackling strategic and other management issues. However, the middle managers did not place 'Supervising/monitoring colleagues ...' within their top three priorities despite their line managers and team members placing it as their top priority.

Gilberry had two deputy heads and one assistant head all of whom had line management responsibilities for particular academic middle managers. It was a specific requirement in the middle managers' job description to "meet regularly with

their linked Deputy Head" and all approached the process very positively with jointly negotiated agendas and time-tabled meetings. The importance of the monitoring role was to some extent a shared value as all three groups placed it in their top three, the line managers placing it as their top priority.

However, none of the team members in the three case study schools had regular line management meetings with their middle managers. Despite the illustration by senior managers of Westwood and Gilberry of what line management responsibility might entail, the middle managers in all three schools did not exhibit any difference in their behaviour toward line management of their team members. It would appear that leading by example is not sufficient to bring about a change in behaviour in this area of the middle managers' responsibilities.

Supporting and monitoring

Teachers need help to reflect on their performance, preferably from someone they both trust and respect as a competent teacher of that subject. According to Ribbins (1985) the individual best placed to do this is the academic middle manager for that subject or area and the supervision and monitoring of the work of the departmental staff is considered to be a key function of the middle manager.

Before the ERA it was noted by various researchers (Earley & Fletcher-Campbell, 1989; Bullock, 1988) that there was a reluctance on the part of department heads and subject team leaders to accept the staff management dimension of the role. However, when considering the priorities applied to tasks in the survey, 31.9 per cent placed 'supervising/monitoring colleagues work' within their top three priorities and 65.2 per cent placed it within their top six. This is indicative of middle managers accepting this task as part of their role; it was ranked fourth overall and was the highest placed of the 'Managerial' tasks.

This is an improvement on the findings of Lambert (1975) who found that less than half of department heads accepted responsibility for supervising the teaching methods of staff. He also found that those who accepted responsibility were unwilling to use

direct lesson observation as part of this supervision. This reluctance to directly observe colleagues teaching was also found by Straker (1984) who noted that 75 per cent of heads of department surveyed rated their performance in observing lessons as unsatisfactory. Earley & Fletcher-Campbell (1989) found that most heads of department never observed their team teaching despite opportunities having been created. Norris (1989) showed that the majority of those he interviewed believed that they should be observing colleagues' lessons but did not know how to do so without causing conflict. One of the team members interviewed during this research voiced the opinion that he had entered a profession and should be trusted to do his job. He therefore did not consider 'Monitoring the teaching of departmental staff' should be the responsibility of his middle manager. Similarly, Bennett (1991) found that, even after the ERA, little had changed and some heads of department would not go into another teacher's classroom, on principle.

Donnelly (1990, p39) proposes that the expectation of visiting other teachers' classrooms should be established but, more recently, Gold (1998, p100) suggests that entering another's classroom is not the only indicator of how other team members teach. She offers discussions about teaching methods, sharing materials, looking over lesson plans, reviewing attainment targets, collaborative planning sessions and team teaching as alternatives. Bennett (1995) did find that some heads of department used GCSE coursework moderation as a 'back door' route to monitoring.

The introduction of appraisal also included an element of classroom observation. However the specificity of the observation did little to change the suspicion of classroom observation or monitoring of teaching in general and comments from OFSTED reports show that there is still a lack of systematic monitoring of classroom processes (Glover, 1994).

Attempts to encourage greater systematic monitoring of the teaching process were evident in much of the documentation in the case study schools. At Samsted the requirement to observe NQTs' teaching was explicit and was accepted as reasonable by a team member who otherwise did not agree with the monitoring of teachers in the

classroom. At Westwood two departments had statements in their department handbooks which encouraged peer observation on a regular basis.

Whilst there appears to be a growing acceptance by middle managers that they should be monitoring the teaching of their teams, there remains a feeling by them, supported by evidence from the case study interviews, that it remains unacceptable to a significant number of classroom teachers. Despite attempts to embed the principle of monitoring through documentation, one of the middle managers commented at interview that he had given it a low priority because he knew some of his team members were very unhappy about being observed, whilst at Gilberry, one of the middle managers said that the top down model of monitoring had been difficult for her team members to accept.

Working with Teams

A number of writers (Bell, 1992; Meredith, 1994; Gold, 1998) believe that developing the work of their team members is an important aspect of the middle manager's role. Alongside this is the need to build a team ethos (Donnelly, 1994; Kemp & Nathan, 1989; Wheatley, 1992) which is not a straightforward single stage process. A number of middle managers mentioned, at interview, the need to work for consensus and were prepared for lengthy discussions if necessary to achieve that.

Tuckman (1985)postulated that teams go through four stages of development. One of the middle managers in the case study was aware of this and mentioned the need to work within their team's stage of development. Dunham (1995)states that teams need active management with clarity about the tasks, deadlines, available support and continual monitoring.

Meetings are an important part of this process which "can achieve the benefits of successful and supportive teamwork by good planning, clearly presented objectives, good organisation of the interaction between members, well formulated decisions and actions, and follow-up procedures to check the effectiveness of decisions." (Dunham, 1995, p56) One of the department meetings observed at Samsted was a good example of a meeting being used to support team work. The head of

department was very clear about what he required of the team but also allowed and encouraged the team members to participate with questions and possible solutions. At the end of the item the middle manager summed up the decisions and made clear the deadlines agreed.

During the interviews most middle managers made a comment which highlighted that they attempted to manage as the leader of a team. For example, comments such as 'working to the strength of their team' and being "...really, really important to listen to your team's ideas so they have a sense of purpose and being part of it ..." were made during the discussion of why they had placed their departmental team as the most influential group within their role set.

Delegation

In recent research, substantial delegation was found in many of the effective departments studied, with most team members being allocated some responsibility (Harris et al, 1995). At Samsted one middle manager had a clear policy on delegation. Her department team agreed delegated responsibilities at the beginning of each year, had them on display within the department and had set up clear evaluation routes.

Delegation is often seen as a sign of weakness or laziness on the part of the middle managers (Dunham, 1995, p70), with tasks being requested as a 'favour' instead of as legitimate delegation. However, one cross-curricular co-ordinator in the case study admitted to a tendency to execute most tasks himself because he found it was easier not to delegate.

One department at Samsted delegated small quantities of money from departmental capitation to each member of staff to buy routine items of resources. This type of delegation of tasks could be viewed as staff development (Bell, 1992) and the use of delegation in this way was viewed as a sign of a good head of department (Adey, 1988).

Staff and Professional Development

According to Marland & Smith (1981, p45), as soon as teachers become heads of department they enter the 'in-service training business' but 'Devising and leading INSET ...' was only ranked eighth in the survey's list of tasks. Just 38.6 per cent of middle managers in the survey placed it in their top six priorities with notable differences between some of the categories of middle manager. Just over a quarter of Category 4 middle managers (cross-curricular co-ordinators) placed this in their top six priorities compared to just over half of Category 1 middle managers (heads of single subject departments or areas). Devising INSET for a single subject with a distinct team of specialist staff is likely to be an easier task than it is for a cross-curricular co-ordinator with potentially a wide range of staff.

Earley & Fletcher-Campbell (1989) found that, despite heads of department not seeing staff development as part of their role or being unhappy about doing it, organisation of staff development was seen as the 'hallmark' of a successful department by advisers and headteachers. However, only one line manager of those interviewed during the case studies placed this task within their top three priorities. A number of other writers (Edwards & Bennett, 1985; Donnelly, 1990; Midwood & Hillier, 1987; Dunham, 1995) support the idea of staff development being a prime function of the middle manager. This was not in line with the opinion of the middle managers who participated in this research.

Learning and Curriculum Management

The academic middle managers' responsibility for the curriculum introduces yet another powerful reason for regular and effective monitoring to take place. No matter how well documented the curriculum is, it is always open to misinterpretation, either deliberate or inadvertent, by the individual teacher (Becher, 1989). In the survey 'Developing the curriculum ...' was ranked second in the list of tasks with an average priority of 3.47 and 'Supervising/monitoring colleagues work ...' was ranked fourth with an average priority of 5.43. These priorities, coupled with the high ranking given to 'Academic' tasks in general, suggest that middle managers place a high priority on curriculum management.

In practice Earley & Fletcher-Campbell (1989) found little curriculum review taking place. Everything was assumed to be working as planned until proved otherwise. This attitude is ably demonstrated in Samsted where team members made it clear that they expected their middle managers to check that the team were following the curriculum in the right way. One of them actually commented that monitoring was essential if middle managers were to take responsibility for their area. However, in this same school none of the team members were required to show their middle managers any records or plans.

In the post-ERA period, OFSTED also noted a lack of monitoring of the curriculum (Glover, 1994). This highlights the need for senior managers to ensure that monitoring of the curriculum is taking place. At Gilberry, one line manager commented that monitoring the work of their team members was an important part of the leadership aspect of the role of the middle manager. She felt that there was a need for middle managers to check that teachers were 'working in line' with policies. However, within a department managed by one of her middle managers, an NQT commented that she received no guidance on teaching strategies and did not have to show any records and plans. In another of the departments she line managed, despite the existence of schemes of work, the team member felt that everyone was working as individuals. In other departments within the school, team members commented that they were aware of strategies by their middle managers to encourage uniformity and of supervision in an informal way during the planning stages.

Whilst there remains a need for middle managers to commit their intended curriculum to paper, they also have the responsibility for checking both the delivery by members of their teaching team and receipt by pupils whilst within their curriculum area. The need for the middle manager to take leadership beyond the written word was highlighted by one department at Westwood where the handbook contained clear statements about the middle manager checking records and plans as well as about peer observation but none of this happened in practice.

Summary

Despite the stated importance of middle managers holding a common understanding of their role with others within their role set there does seem to be a degree of role ambiguity. The middle managers do not share with their heads a common understanding of their responsibility and they are aware of the different expectations of their team members. Because of the influence that team members are perceived to have over the decision making processes of the middle managers, it is particularly important that they are helped to a common understanding and acceptance of their middle managers' role.

In a similar way there was a difference of opinion between the team members and the senior management about whether the middle managers were 'leading professionals' or 'professional leaders'. The respect of their team members and the professional authority gained from proving themselves to be good teachers and working hard on classroom processes would be a potential casualty if middle managers were to be given significantly more time to complete their management tasks, unless the team members were helped to see the potential benefits of the management process on the quality of student learning.

The finding in earlier studies that many academic middle managers did not accept their staff management role appears to have changed. In the survey and the case studies it was evident that the great majority now accepted their responsibility for staff development and the monitoring and supervision of staff working within their area. However, evidence from the case studies suggest that this does not mean that active staff management, such as monitoring of teaching staff, actually takes place. There was very little difference in the line management roles undertaken by middle managers in the three schools despite large differences in the style of line management and monitoring the middle managers themselves received. Lack of time, and support from team members for the process, were cited as justifications for this shortfall.

Chapter 10

Conclusion

Jones and Sullivan (1997, p92) state that there is a need for "the development of middle management as an under-used but vital ingredient in school improvement for the 21st Century". Their statement is further supported by the work of Sammons et al (1997) who note that it is possible to have ineffective and effective departments co-existing in the same institution. This, they posit, "clearly demonstrates the importance of the subject department in any discussion of secondary school academic effectiveness" (p204).

Taking these twin concerns of the under-use of middle management in school improvement, and the need for consistently effective departments, this research has highlighted new knowledge that will be of interest to planners in the near future. In particular there are important findings about which members of their role set are thought to have the most legitimate influence over their decisions, and that this influence varies according to the area of work. Middle managers are also aware of the differential perceptions of their role set members. There are issues related to their awareness of the new role, the time required to fulfil it adequately and the importance of monitoring within their area of responsibility.

Role set influence

From the responses to the questionnaire (see p178), and to the interviews, it was clear that the middle managers' own subject area team, along with the 'Head and senior management', were the most influential. In all four areas of decision making the middle managers' teams were considered to be the most influential and more than ninety per cent of respondents placed them in their top three influences. The 'Head and senior management team' were the second most significant category. Because there was no clear consensus on which group was the third most influential, the

remaining groups were placed in the top three of any of the areas of decision making by less than a third of respondents.

	Most influential	Within top three
Departmental staff	58.8	90.4
Head and senior management	21.7	80.5
Students/Pupils	5.5	32.4
Advisory/Inspectorate service	3.2	32.1
Other teaching staff	2.9	22.6
Subject association	1.9	14.7
Parents/Guardians	0.5	13.8
Governors	0.1	10.3

Table 10.1: Groups having influence in middle managers' decision making as an average over the four areas - ranked by 'Most influential'.

Table 10.1 shows each of the members of the middle managers role set considered in the survey and the percentage of middle manager respondents placing them as their highest influence and within their top three influences. Figure 10.1 represents these spheres of influence with each sphere having progressively less legitimate influence from the middle managers' perception. The high level of influence accorded to the departmental or area team has implications for the senior management within a school. If their opinions differ from those perceived of the departmental team, then it is likely that any change they wish to introduce will meet with resistance. It is not enough to transform the opinions of the middle managers as a body, the opinions of their teams need to be transformed too or their influence will push against the change.

This is in line with the opinion of Leask and Terrell (1997, p10) who said:

> "At the centre of the management sandwich is the middle manager, working with the practical difficulties and pressures from below, and the higher aspirations from above. While the logic, aspirations and value judgements of

senior management may be clear, practitioners living with the daily reality of classroom life may have a different view."

It is interesting to note that the students/pupils are considered to be a stronger influence than the other teaching staff within the school. There is a clear segregation between the professional opinion of the teachers within the middle managers' teams and that of other professionals within the school. This evidence highlights the importance of the subject area as a unit but also shows why cross-curricular initiatives are hard to establish. Teachers with responsibility for such cross-curricular subjects are likely to be always counted as 'Other teachers' and so have a small accepted influence. The establishment of ways of working which might minimise this effect become important, for example, having a member of the subject team with additional responsibility for the cross-curricular initiative who liaises with the whole school co-ordinator.

The lack of influence attributed to the lay people within the role set, the parent/guardians and governors, is not surprising but could have important management implications for senior management who need to manage the interface between their professional staff and these two groups, who might legitimately expect to have some influence. More importantly, as their accepted level of influence is low, attempts at influence by such groups could be met with hostility or indifference by the middle managers.

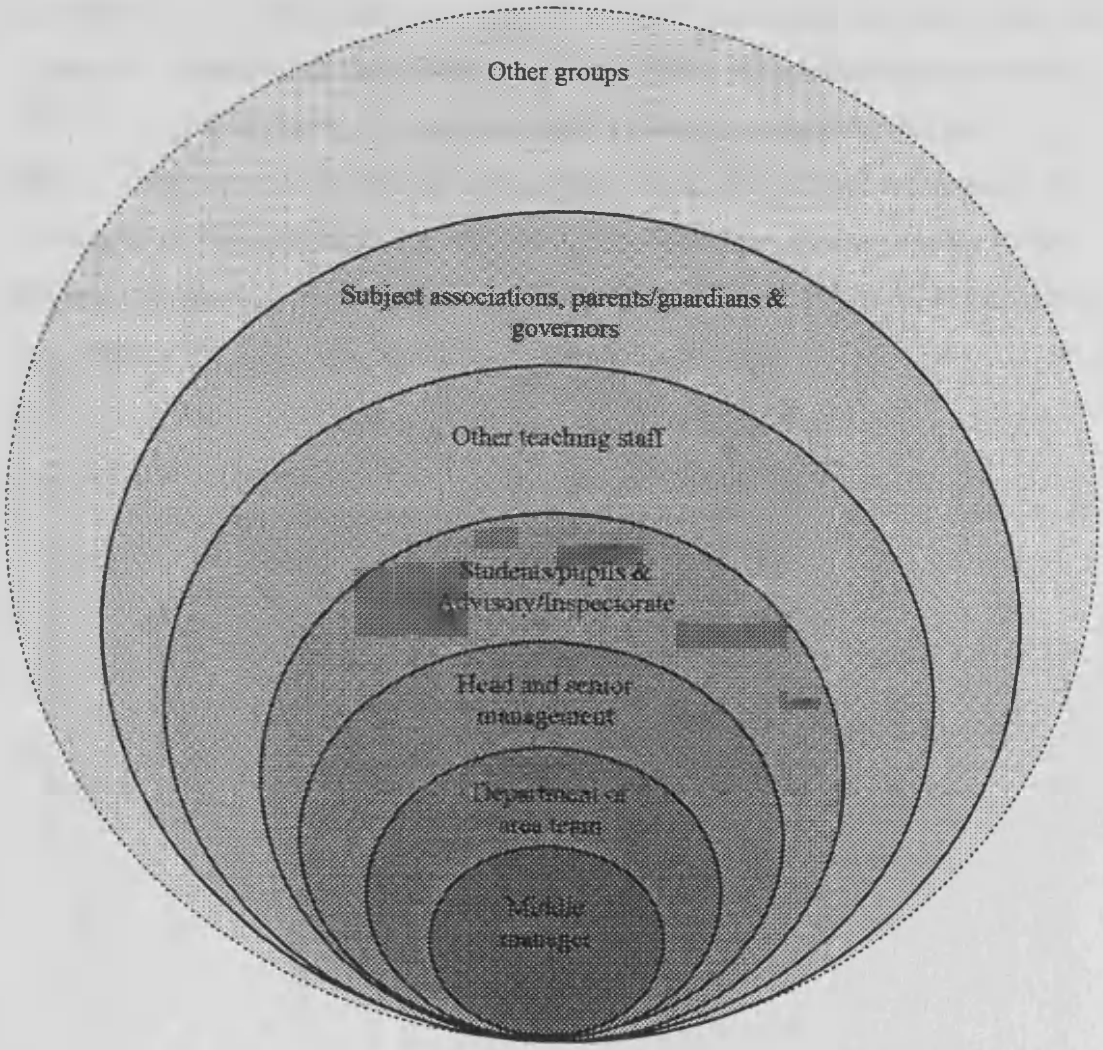

Figure 10.1: The groups considered by the middle managers as having legitimate influence over the middle managers' decision making. (Most significant groups are those represented as closest to the middle manager.)

The influence of the departmental team was further emphasised when the middle managers' perceptions of the expectations of the two nearest groups within their role set were analysed. Despite the stated influence of the departmental team over educational decisions made by the middle managers, it can be seen in Figure 10.2 that, in two of the four quadrants, the middle managers align their expectations of themselves more closely to those they perceive as expected by their senior managers, although the difference is small. The two quadrants are the 'Academic' quadrant, consisting of those tasks traditionally expected of an old style head of department,

definition of the syllabus and examinations, and the 'Managerial' quadrant, consisting of the tasks related to the management of people, their professional development and monitoring of their work. A number of middle managers recognise that their departmental teams do not expect tasks in these areas and yet they still indicate them as being their responsibility. In other areas of the classification they appear to be prepared to ignore their perceptions of the senior managers' expectations but in these two quadrants a lower number indicate willingness to do so.

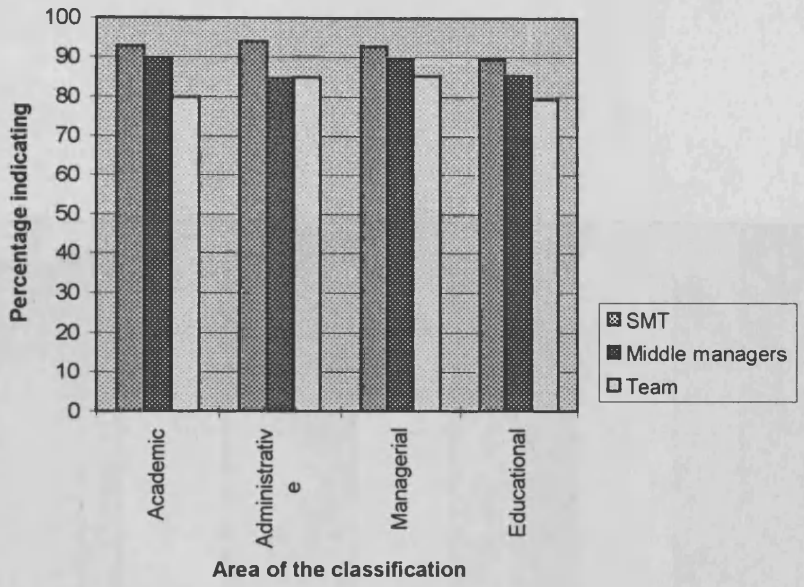

Figure 10.2: The perceptions of the middle managers about the tasks expected of them by themselves and the two most significant groups within their role set.

Another change from earlier research (Earley& Fletcher-Campbell, 1989; Bullock, 1988) is that many middle managers appear not to accept administrative tasks as being a legitimate part of their role. In this they are aligning more closely with the perceived expectations of their teams. It is often the case that many of the tasks are routine and could be undertaken by an individual less well qualified than the middle manager. This move away from acceptance of these tasks may be an attempt to rationalise their workload. The fact that a number perceive their team as not expecting these tasks of them might legitimate this decision for the middle managers.

However, some have not perceived the wishes of their 'Head and senior managers' very accurately as can be seen from Figure 10.3. In all areas of the classification, a higher number of heads expected the tasks of their middle managers than was perceived by the middle managers although the difference is once again small. This difference is most noticeable in the 'Educational' quadrant where there are as many as ten per cent of middle managers who are not aware that their heads expect tasks in this area of them. The potential for role conflict here is significant and heads need to be much clearer about their expectations of middle managers.

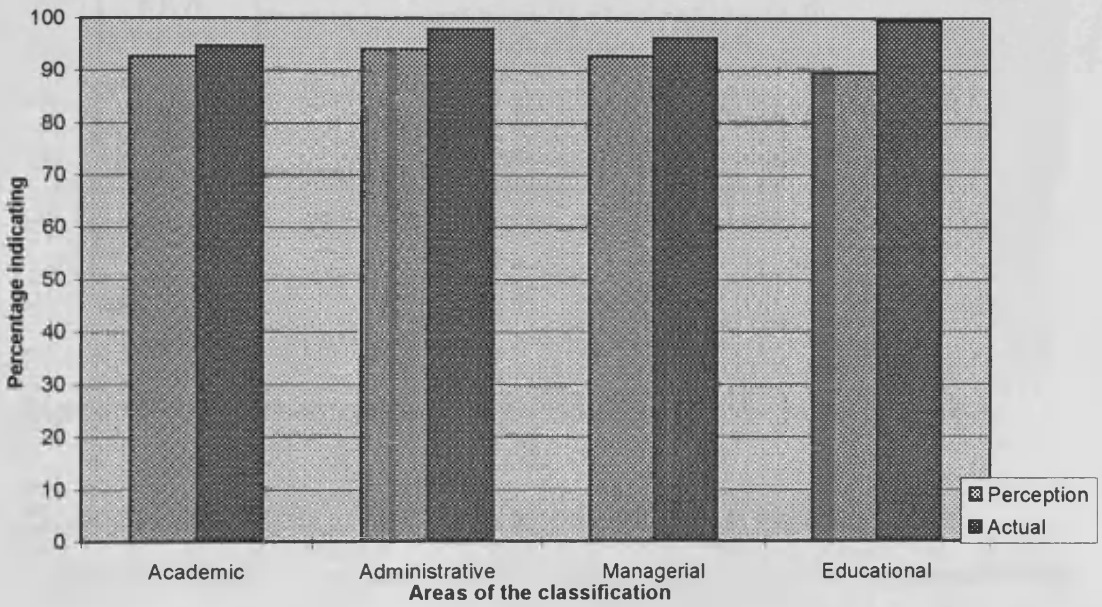

Figure 10.3: The middle managers' perceptions of the expectations of their heads compared to the actual expectations of their heads.

Time for management?

There are clear indications that middle managers are accepting responsibility for tasks that they previously rejected or implemented only in a limited way. If middle managers were able to fill their time with the tasks they accepted previously, the

additional responsibilities suggest the probability of overload. In addition, Glover et al (1998, p279) found that there was a tendency for "... downward delegation of operational responsibility from senior levels ..." which further increased the workload of middle managers. This finding is supported by Jones and Shipman (1997, p93) who suggest that the increased workload expected of senior managers in schools means that "the nitty gritty tasks of management [which] still have to be carried out ... have moved down to the middle management level." This increase in workload is represented in Fig. 10.4 below where the new tasks expected of middle managers are 'on top of' their previous workload which there is no evidence to suggest has been reduced.

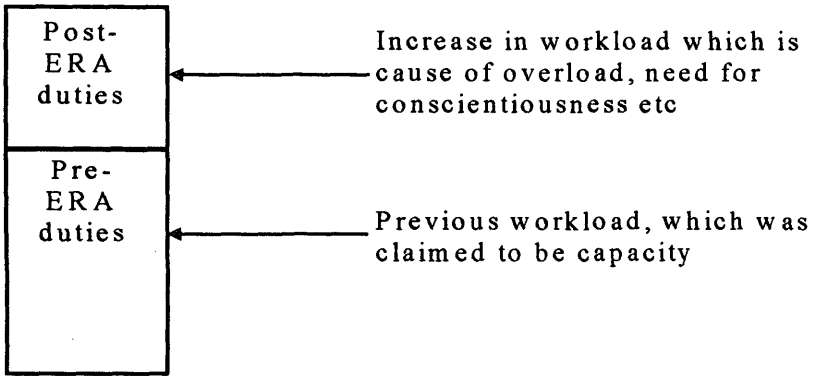

Figure 10.4: Model of workload of academic middle manager post-ERA.

Campbell and St J Neill (1997) found an over reliance on what they called 'conscientiousness': teachers' feelings of professional obligation to complete work regardless of the hours required or personal cost. "This appears to be a particular problem for middle managers who usually have a substantial teaching load and little time set aside for their management role." (Wise and Bush, 1999)

Before the extra demands engendered by the ERA, Earley and Fletcher-Campbell (1989) proposed that more time should be provided for departmental heads to fulfil their management duties. This research shows that this recommendation has not been implemented in the case study schools where middle managers have almost the same teaching load as classroom teachers. The time allocated specifically for

management is only one period in one of the case study schools and two periods in the other two schools.

It is evident from the discussion about the expectations of headteachers, and the middle managers themselves, that this limited 'management time' is wholly inadequate to fulfil all the diverse tasks which now form part of the academic middle manager's role. This was illustrated earlier by quotations from both case study interviewees, one of whom was in school for eleven hours every day, and respondents to the survey, many of whom added unsolicited comments about the stress of trying to complete everything that was expected.

The survey findings provide clear evidence that middle managers are shifting their emphasis from administration towards management but there is little indication that they are being given the time necessary to support this change. Glover et al found that they were still doing "what has to be done ie the administration" although they also found that "... some senior staff feel that middle managers are prone to spend time in administration as a refuge rather than become involved in newer roles in evaluation and staff development." (Glover et al, 1998, p288) This is not in line with what the middle managers indicated as their priorities in the survey but may be a reflection of what they do in practice, which was not studied during this research. Delegation provides a partial solution to the problem of overload arising from the increase in managerial responsibilities but it is hard to avoid the conclusion that schools have underestimated the time required to perform these duties successfully. "The stress on performance management is consistent with external expectations but the dual role of teacher and manager imposes a heavy burden and may not be sustainable without additional resources." (Wise and Bush, 1999)

This expansion of the expectations of the role of the academic middle manager is being recognised:

> "... senior managers need to be aware that heads of department will require sufficient non-teaching time if they are to carry out effectively an expanded role." (Chief Inspector of Schools, 1997, p28)

but there is little evidence from the schools involved in this research that additional time is being given.

Staff Management

In the report by the Chief Inspector of Schools (1997, p3 - 4), there are a number of features of whole-school management that are said to lead to the effective management of subjects. A number of these relate to the management of staff and in particular to the "regular and purposeful monitoring of teaching using agreed criteria" and to "links between each subject department and a named senior manager". There were additional, but related, characteristics of well-managed departments which included "systematic monitoring of the quality of good teaching and observation of lessons, accompanied by debate about good practice".

The style of line management experienced by the middle managers in the case studies varied markedly within and between schools; at one extreme was the very distant 'there if needed' line manager, at the other were regular time-tabled meetings with a specific member of the senior management. However, there was less variation in the line management routines they instigated with their team members which was generally one of casual informal enquiry. This could be an indication of their dislike of such a bureaucratic procedure with colleagues who, for much of the week, they teach alongside as equals, or it could relate to the time pressures referred to earlier (p365).

The high ranking of 'supervising/monitoring colleagues work' in the survey was a possible indication of the acceptance of this responsibility as part of the academic middle managers' role by the middle managers but during the case study there was evidence that a significant number of the team members did not accept that the middle manager should observe teaching. One actually commented about entering a

profession and expecting to be trusted to work unsupervised. There were associated comments from a number of middle managers at interview about the lack of acceptance, by their team members, of the need for monitoring and, as a result, of observation of teaching. One middle manager commented that knowing his team were unhappy with being observed, he had given it a low priority and another said that the top down model of monitoring had been difficult for her team members to accept.

Attempts to negate this concept of monitoring as a bureaucratic process were found in one case study school where two departments had statements in their department handbooks which encouraged peer observation on a regular basis but in practice it did not happen.

So, despite the high priority middle managers gave to curriculum management in the survey it was evident that they did not include ongoing review as part of that process as few team members were expected to show records or plans to their middle managers, whilst others were only aware of informal supervision at the planning stage to ensure uniformity. According to the Chief Inspector for Schools (1997, p14) this is not enough, if the department is to be fully effective. The informal monitoring must be supplemented with more formal procedures including classroom observation.

It is clear that the middle managers' wish to avoid damaging their good relationship with their team members, by instituting formal monitoring procedures, is shared by a number of headteachers who the Chief Inspector of Schools (1997, p20) found unwilling to impose a formal system of classroom observation. In some schools he found that, despite clearly stated responsibilities, the middle managers were constrained by an official system that limited their non-contact time or their access because of time-tabling (p24). This would seem to indicate that the heads are recognising their responsibility to insist on formal monitoring procedures but are pulling back from a fully bureaucratic role by allowing the middle managers a 'get out' clause. This 'mixed message' must place the middle managers under a considerable amount of stress. On the one hand they are being told to monitor and

may be aware of evidence that suggests greater departmental effectiveness can be achieved by monitoring, on the other they will want to maintain good working relationships with their team members and may be aware of antipathy towards monitoring (see Figure 10.5). The lack of time allocated to them to carry out their tasks makes alignment with their teams easier to reconcile but does not improve effectiveness.

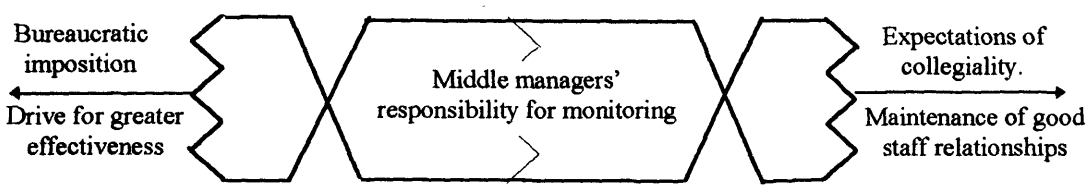

Figure 10.5: A representation of the pressures being exerted on the academic middle manager.

There are schools where the place of monitoring within the drive towards greater effectiveness is accepted and is part of the culture of the establishment (Chief Inspector of Schools, 1997). There are many more schools where the messages being given to the middle manager are confusing and conflicting. There is a need for schools to be clear about their position on formal monitoring systems, and for the role that it plays in enhancing learning for all the young people within its care to be understood by the teaching staff at all levels. In this way monitoring could lose much of the unwanted taint of bureaucratic imposition even if it is bureaucratic in its administration.

Significance of the Research

The Impact of Reform

This is the first large scale study of academic middle managers in secondary schools since the implementation of the National Curriculum and the regime of OFSTED inspections. The work of Bullock (1988), Earley and Fletcher-Campbell (1989) and Bennett (1995) gave an insight into how middle managers were using their time and

the tasks they viewed as legitimate but there was little evidence about their perceptions post ERA.

The imposition of compulsory inspections and the consequent spotlight on departmental performance, the National Curriculum with its requirements for assessment and recording, and the introduction of competition with the need for external marketing, all increased the workload of academic middle managers. These new demands have been added to existing workloads which previous research (Earley & Fletcher-Campbell, 1989) had shown left middle managers short of time for management tasks and expectations.

Changing Attitudes

The research shows major changes in the attitudes of academic middle managers on several important issues since the publication of previous research. Whereas previously, heads of department and other academic middle managers were not accepting their staff management role there is clear evidence that this has changed. The middle managers in both the survey and the case studies indicated their acceptance of the need for monitoring and supervising their team members and gave it a high priority. However, as the case studies found, this does not mean that it actually happens. In the case study the middle managers indicated that such monitoring of performance was not welcomed by team members but, whilst there was some reticence on the part of the team members interviewed, the resistance was not as large as the middle managers perceived.

This lack of monitoring affects the middle managers' ability to carry out curriculum review. Whilst it is widely accepted as being their responsibility, being placed second in priority by the survey respondents, the practice observed in the case study schools would indicate that little supervision of curriculum implementation actually takes place. This finding is supported by reports from OFSTED (Glover, 1994; Ofsted, 1997)

The study by Earley and Fletcher-Campbell (1989) showed that heads of department were very short of time to complete the management tasks expected of them. This research has found that middle managers have not been given more time to complete these tasks. When this finding is considered alongside the additional burdens placed on academic middle managers, the time pressures must now be immense.

Role Conflict

As was highlighted earlier (p34), the concept of role is dynamic, dependent not only on the expectations of others but on how role incumbents view those expectations, and, in particular, whether they perceive them as legitimate (Howard, 1988, p87). This research has emphasised the relative influence of the various groups within the academic middle managers' role set. The findings here support the idea that some of the expectations might be seen as more legitimate than others because of the perceived significance of the group.

This research has also shown that middle managers are having to contend with conflicting views of their role from their senior managers and team members. This situation causes what both Handy (1993, p65) and Hargreaves (1975,p54) describe as 'role conflict' where the different roles the individual is being asked to fulfil are incompatible and, as such, are in conflict. For example, the messages conveyed with regard to monitoring and supervision produce considerable conflict for the middle manager, particularly when one group, the team members, is viewed as having greater legitimate influence but is resistant to monitoring and the other, the senior managers, expect monitoring to take place and have greater positional authority.

It is clear that if these conflicts are to be avoided there needs to be much clearer communication of role expectations by all members within the role set. Senior managers need to communicate clearly to team members what their expectations are of academic middle managers and vice versa. In this way the more open debate about expectations should reduce the lack of agreement between the different groups and between perceptions and reality.

Conclusion

The 1990s have been a period of reform and turmoil in English secondary schools. The National Curriculum, OFSTED inspections, local management of schools and open enrolment have all contributed to a sharp increase in the extent and quality of management expected of education professionals. Middle managers, in particular, have experienced substantial increases in expectations, notably in respect of managing a subject based curriculum and monitoring the performance of their team members. It is evident from this research they are experiencing considerable difficulty in balancing the demands of a heavy teaching load with meeting the legitimate but burdensome expectations on their limited management time. Pressures on schools to improve their performance, and to meet rising demands from government and parents, have created tensions for all staff in schools but academic middle managers are at the centre of these pressures and experience acute role conflict. The attitudes of academic middle managers to their enhanced role are admirable but bringing practice in line with their aspirations will require an increase in resources to fund the additional management time. This increase in time can only be achieved by reducing their commitment to other tasks such as teaching. Once this time is available to complete all the tasks expected of them, the work can begin to train them to appropriately monitor and supervise their subject or area teams.

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Appendix 1

Pilot questionnaire

The Role of Academic Middle Managers in Secondary Schools

This questionnaire forms part of the empirical research for my PhD study on 'The Role of Academic Middle Managers in Secondary Schools'. Schools and individual teachers within them will not be named and due care will be taken to avoid any identification by implication during the subsequent analysis and writing. I would be grateful if responses could be returned to me as soon as possible in the SAE provided.

[School Code: _____]

1. Position within structure

1. What is the official title given to your middle management position?

_____

2. Which of the following categories best describes your situation? (Please tick one only)

- ☐ a head of a major single subject eg English, Maths;
- ☐ a head of an area where the subjects are closely related eg Science, Modern Languages;
- ☐ a head of an area where the subjects are not closely related eg Design;
- ☐ a cross-curricular co-ordinator eg IT, SEN;
- ☐ a head of a department or faculty which does not fit into any of the above categories.

3. How many responsibility points do you receive for this particular responsibility? _____

4. Do you have any additional responsibilities? Y/N _____
5. If so, what are they?

_____

6. How many staff are you responsible for the work of? _____

7. Who is your line manager? (Position rather than name)

_____

---

2. Individual postholder

1. How many years have you been teaching? _____

2. How long have you been in your current post? _____

3. Which category best describes your qualification on entry to teaching? (Tick one only)

- ☐ No professional qualification
- ☐ Certificate of Education
- ☐ Bachelor of Education degree
- ☐ First degree without PGCE
- ☐ Higher degree without PGCE
- ☐ First degree plus PGCE
- ☐ Higher degree plus PGCE
- ☐ Other _____

4. Which category best describes your current level of educational qualification?

- ☐ As on entry to profession
- ☐ First degree
- ☐ Further first degree
- ☐ Advanced work in education
- ☐ Higher degree
- ☐ Further higher degree
- ☐ Higher degree directly related to education
- ☐ Other _____

5. What management training have you received?

- ☐ None
- ☐ School based course (single day or less)
- ☐ School based course (more than one day)
- ☐ School based training as part of an INSET day
- ☐ College/Training Centre based course (single day or less)
- ☐ College/Training Centre based course (more than one day)
- ☐ Part of a qualification course (below Masters level)
- ☐ Part of a qualification course (at Masters level)
- ☐ Other

_____

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3. Requirements of the Post

You might be aware that often you have different opinions as to the requirements of your post from those you work with both in your team and outside it. this series of questions is designed to reflect this differential perception.

Please tick in the table below those tasks that you believe:
(a) senior management (SM),
(b) you (Y),
(c) your departmental staff or team members (ST)
perceive as your responsibility.

	(SM)	(Y)	(ST)
1. Ensuring continuity of education between schools and phases.			
2. Making decisions about what resources to buy.			
3. Monitoring the teaching of departmental staff.			
4. Implementing a homework policy.			
5. Organising the testing of pupil attainment.			
6. Organising the storage of departmental resources.			
7. Ensuring that courses cater for the range of abilities.			
8. Induction of new staff.			
9. Keeping dept. staff informed of whole school matters and encouraging debate.			
10. Monitoring classes' progress through syllabi or schemes of work.			
11. Deployment of pupils into teaching groups.			
12. Formulating curriculum aims, objectives and content.			
13. Maintaining dept. records of schemes of work, mark lists and minutes of meetings.			
14. Checking teaching methods are in line with department & school policies.			
15. Ensuring teaching rooms are suitable and offer adequate resources.			
16. Development of departmental staff's professional abilities.			

4. Priorities

Please rank the following in order of priority (1 - the most important, 12 - least important) as you perceive them:

1. Devising and monitoring pupil records.	
2. Devising and leading INSET with your departmental staff.	
3. Implementing school policy.	
4. Supervising/monitoring colleagues work to ensure that policies are followed through.	
5. Teaching subject throughout the school.	
6. Collaborating in whole school planning.	
7. Monitoring and controlling the use of stock and other resources.	
8. Liaising with outside agencies and other schools.	
9. Co-ordinating and overseeing marking in line with school policies.	
10. Overseeing or assisting with the maintenance of the fabric and facilities including Health & Safety duties.	
11. Developing the curriculum including teaching and learning strategies.	
12. Being in charge of funds for the department.	

---

5. Influences Over Priorities

There are a number of different people who influence our decisions within our area of responsibility.

Label (1, 2, 3) in priority order the top three groups of people who would influence your decisions in the areas of:

(a) curriculum content (C),
(b) purchase of resources (R),
(c) INSET provided for departmental staff (I),
(d) discipline (D).

	(C)	(R)	(I)	(D)
1. Head and senior management				
2. Departmental staff				
3. Parents/Guardians				
4. Students/Pupils				
5. Other teaching staff				
6. Advisory/Inspectorate service				
7. Subject association				
8. Governors				

Thank you for struggling through this far. If you have any comments you would like to add then please feel free to write them on the reverse of this sheet.

Christine Wise
EMDU, University of Leicester
Queen's Building, Barrack Road, Northampton

Final questionnaire

The Role of Academic Middle Managers in Secondary Schools

This questionnaire forms part of the empirical research for my PhD study on 'The Role of Academic Middle Managers in Secondary Schools'. Schools and individual teachers within them will not be named and due care will be taken to avoid any identification by implication during the subsequent analysis and writing. I would be grateful if responses could be returned to me by 1st November 1996 in the SAE provided.

[School Code: _____]

1. Position within structure

1. What is the official title given to your middle management position?

_____

2. Which of the following categories best describes your situation? (Please tick one only)

- ☐ a head of a major single subject eg English, Maths;
- ☐ a head of an area where the subjects are closely related eg Science, Modern Languages;
- ☐ a head of an area where the subjects are not closely related eg Design;
- ☐ a cross-curricular co-ordinator eg IT, SEN;
- ☐ a head of a department or faculty which does not fit into any of the above categories.

3. How many responsibility points do you receive for this particular responsibility? _____

4. Are you a form tutor or have a similar pastoral responsibility? Y/ N _____

5. Do you have any additional responsibilities? (Do not include those which a large number of staff might have such as being a member of a duty team) Y/N _____

   If so, what are they?

   _____

6. How many teaching staff are you responsible for the work of?

   _____ full-time

   _____ part-time (actual numbers not full-time equivalents)

   Of the part-time staff how many have their main teaching commitment elsewhere? _____

   How many ancillary or support staff are you responsible for the work of?

   _____ full-time

   _____ part-time

7. Who is your line manager? (Position rather than name)

_____

2. Individual postholder

1. How many years ago did you begin teaching? _____

   How many years have you been teaching? (ie not including breaks in service) _____

2. How long have you been in your current post? _____

   Have you held any posts of responsibility before? Y / N _____

   If so, what were they? _____

3. Which category best describes your qualification on **entry** to teaching? (Tick one only)

   - ☐ No professional qualification
   - ☐ Certificate of Education
   - ☐ Bachelor of Education degree
   - ☐ First degree without PGCE
   - ☐ Higher degree without PGCE
   - ☐ First degree plus PGCE
   - ☐ Higher degree plus PGCE
   - ☐ Other _____

4. Which category best describes your **current** level of educational qualification?

   - ☐ As on entry to profession
   - ☐ First degree
   - ☐ Further first degree
   - ☐ Advanced work in education
   - ☐ Higher degree
   - ☐ Further higher degree
   - ☐ Higher degree directly related to education
   - ☐ Other _____

5. What management training have you received? (Tick all that apply)

   - ☐ None
   - ☐ School based course (single day or less)
   - ☐ School based course (more than one day)
   - ☐ School based training as part of an INSET day
   - ☐ College/Training Centre based course (single day or less)
   - ☐ College/Training Centre based course (more than one day)
   - ☐ Part of a qualification course (below Masters level)
   - ☐ Part of a qualification course (at Masters level)
   - ☐ Other

   _____

3. Influences Over Priorities

There are potentially a number of different individuals or groups who influence decisions within an area of responsibility.

Label (1, 2, 3) in priority order the top three groups of people who would influence your decisions in the areas of:

(a) change curriculum content at Key Stage 3(C),
(b) purchase of resources to support a new course (R),
(c) professional development plan for departmental staff or team(I),
(d) discipline of a pupil being difficult within your area of responsibility (D).

	(C)	(R)	(I)	(D)
1. Head and senior management				
2. Departmental staff				
3. Parents/Guardians				
4. Students/Pupils				
5. Other teaching staff				
6. Advisory/Inspectorate service				
7. Subject association				
8. Governors				

---

4. Expectations of Senior Management

Select from the list below those tasks which you believe are expected of you as an academic middle manager, by the Senior Management of your institution. The expectation may be communicated verbally or in written form such as in memos or job descriptions. Not all of the tasks listed here may be pertinent.

	✓
1. Ensuring continuity of education between schools and phases.	
2. Making decisions about what resources to buy.	
3. Monitoring the teaching of departmental staff.	
4. Implementing a homework policy.	
5. Organising the testing of pupil attainment.	
6. Organising the storage of departmental resources.	
7. Ensuring that courses cater for the range of abilities.	
8. Induction of new staff.	
9. Keeping dept. staff informed of whole school matters and encouraging debate.	
10. Monitoring classes' progress through syllabi or schemes of work.	
11. Deployment of pupils into teaching groups.	
12. Formulating curriculum aims, objectives and content.	
13. Maintaining dept. records of schemes of work, mark lists and minutes of meetings.	
14. Checking teaching methods are in line with department and school policies.	
15. Ensuring teaching rooms are suitable and offer adequate resources.	
16. Development of departmental staff's professional abilities.	

5. Priorities and Expectations of Self

Below are listed some of the tasks that might be expected of an academic middle manager. Clearly with so many tasks to complete it is necessary to prioritise. Please rank the following in order of priority (1 - the most important, 12 - least important) as **you** would perceive them if it was November in a normal school year. Please do not indicate any tasks as being of equal priority.

1. Devising and monitoring pupil records.	
2. Devising and leading INSET with your departmental staff.	
3. Implementing school policy.	
4. Supervising/monitoring colleagues work to ensure that policies are followed through.	
5. Teaching subject throughout the school.	
6. Collaborating in whole school planning.	
7. Monitoring and controlling the use of stock and other resources.	
8. Liaising with outside agencies and other schools.	
9. Co-ordinating and overseeing marking in line with school policies.	
10. Overseeing or assisting with the maintenance of the fabric and facilities including Health & Safety duties.	
11. Developing the curriculum including teaching and learning strategies.	
12. Being in charge of funds for the department.	

Select from the list below those tasks which **you** believe to be your responsibility as an academic middle manager within your institution. Not all of the tasks listed here may be pertinent.

	✓
13. Ensuring continuity of education between schools and phases.	
14. Making decisions about what resources to buy.	
15. Monitoring the teaching of departmental staff.	
16. Implementing a homework policy.	
17. Organising the testing of pupil attainment.	
18. Organising the storage of departmental resources.	
19. Ensuring that courses cater for the range of abilities.	
20. Induction of new staff.	
21. Keeping dept. staff informed of whole school matters and encouraging debate.	
22. Monitoring classes' progress through syllabi or schemes of work.	
23. Deployment of pupils into teaching groups.	
24. Formulating curriculum aims, objectives and content.	
25. Maintaining dept. records of schemes of work, mark lists and minutes of meetings.	
26. Checking teaching methods are in line with department and school policies.	
27. Ensuring teaching rooms are suitable and offer adequate resources.	
28. Development of departmental staff's professional abilities.	

6. Expectations of Your Departmental Team

Select from the list below those tasks which you believe are expected of you as an academic middle manager, by members of your team. Not all of the tasks listed here may be pertinent.

	✓
1. Ensuring continuity of education between schools and phases.	
2. Making decisions about what resources to buy.	
3. Monitoring the teaching of departmental staff.	
4. Implementing a homework policy.	
5. Organising the testing of pupil attainment.	
6. Organising the storage of departmental resources.	
7. Ensuring that courses cater for the range of abilities.	
8. Induction of new staff.	
9. Keeping dept. staff informed of whole school matters and encouraging debate.	
10. Monitoring classes' progress through syllabi or schemes of work.	
11. Deployment of pupils into teaching groups.	
12. Formulating curriculum aims, objectives and content.	
13. Maintaining dept. records of schemes of work, mark lists and minutes of meetings.	
14. Checking teaching methods are in line with department and school policies.	
15. Ensuring teaching rooms are suitable and offer adequate resources.	
16. Development of departmental staff's professional abilities.	

Thank you for struggling through this far. If you have any further comments you would like to add then please feel free to write them on the reverse of this sheet.

Christine Wise
EMDU
University of Leicester
Queen's Building
Barrack Road
Northampton

or
School of Education
University of Leicester
University Road
Leicester

Letter to heads

Christine Wise
EMDU
University of Leicester
Queen's Building
Barrack Road
Northampton

7/10/96

Dear

I am currently a research student with the University of Leicester, working toward a PhD on 'The Role of the Academic Middle Manager in Secondary Schools'. My supervisor is Professor Tony Bush. I was previously the IT Co-ordinator at Uppingham Community College.

Much has changed since Earley and Fletcher-Campbell completed their research in 1988 on the role of department heads. There has been a growth in the importance of this role post ERA and the TTA have made the training of academic middle managers a priority area.

I need to gather information from current academic middle managers about their opinions and priorities. It is for this reason that I am writing to you now to ask if you would be prepared for your staff to participate and if so if you would please distribute the questionnaires enclosed as indicated.

I would be grateful if you could distribute the questionnaires by allocating the envelopes as indicated, one to each of:

- a head of a major single subject eg English, Maths;
- a head of an area where the subjects are closely related eg Science, Modern Languages;
- a head of an area where the subjects are not closely related eg Design;
- a cross-curricular co-ordinator eg IT, SEN;
- a head of a department or faculty which does not fit into any of the above categories.

Where the member of staff has more than one middle management post could you please indicate to them which of the posts it is your intention they should answer for.

There is also a brief summary sheet overleaf that will set the responses into context which I would be grateful if you would complete and return to me in the enclosed SAE by 1st November 1996.

Of course anonymity of the school and individual teachers will be maintained. The code numbers are only to aid my analysis and allow me to link responses. I have enclosed SAEs within the envelopes so each member of staff involved can post their response direct to me.

Thank you for your assistance which will be a great help in developing my research.

Yours sincerely

Christine Wise (Mrs)

Questionnaire to heads

This brief questionnaire provides background information about the school and should be completed by, or on behalf of the headteacher by the 1st November 1996.

[School Code: _____]

1. Number on roll: _____

2. Age range of students: _____

3. Source of funding: LEA / Grant Maintained

4. Type of intake: Selective / Comprehensive

5. Balance of intake: Single sex / Co-educational

Management Structure:
(Please draw a simple diagram indicating lines of management linking positions, individual's names are not required. If more space is required then please use the reverse of this sheet.

Please indicate on the list below those tasks which you expected of your staff with responsibilities as academic middle managers. Not all of the tasks listed here may be pertinent.

	✓
1. Ensuring continuity of education between schools and phases.	
2. Making decisions about what resources to buy.	
3. Monitoring the teaching of departmental staff.	
4. Implementing a homework policy.	
5. Organising the testing of pupil attainment.	
6. Organising the storage of departmental resources.	
7. Ensuring that courses cater for the range of abilities.	
8. Induction of new staff.	
9. Keeping dept. staff informed of whole school matters and encouraging debate.	
10. Monitoring classes' progress through syllabi or schemes of work.	
11. Deployment of pupils into teaching groups.	
12. Formulating curriculum aims, objectives and content.	
13. Maintaining dept. records of schemes of work, mark lists and minutes of meetings.	
14. Checking teaching methods are in line with department and school policies.	
15. Ensuring teaching rooms are suitable and offer adequate resources.	
16. Development of departmental staff's professional abilities.	

The second phase of the research involves case studies of a small number of schools to provide in-depth analysis. Please indicate below whether you are prepared to discuss with the researcher participation in the research as a case study school.

Appendix 2

Middle Managers' Interview Schedule

Introduction of self

Brief purpose of study
The research project, which this interview is part of, is gathering together information on what academic curriculum team leaders in middle management positions in secondary schools (heads of department and the like) consider to be their responsibilities, how their role is communicated to them and how it compares with what others believe to be their role.

Mechanics and procedures
Permission to tape interview?
Will be doing notes during interview
Write-up of interview returned for checking of accuracy
Anonymity in final thesis

Position
In your response to the questionnaire you said:
You had _____ as an extra responsibility **OR**
You did not have any extra responsibilities

Is this still the case?

Could you tell me please what proportion of your timetabled school week is allowed for this extra responsibility?

What proportion of your timetabled school week is allowed for your middle management responsibility and how much for teaching?

Is there anything you would like to add about either the timetabled allowances or extra time required to complete your responsibilities?

Line Management
You stated in your questionnaire response that the _____ was your line manager.

Is this still the case?

How does this relationship affect your work ie how do they supervise your work?
Do you have regular meetings?
Do you have to show records or plans?
Do they come to your meetings?

Priorities
In the questionnaire there was a section that asked you to prioritise certain tasks.
(Interviewee to be given their questionnaire and asked to look at Page 4.)

Can you tell me briefly why you placed the tasks you did as your top three?
Pursue any line that indicates a person as being influential ie how do they express their influence, how important is their influence?
If they make indications that it is because they understand that to be an important element of their role, how were they informed that it was important?

Influences
In the questionnaire there was a section that asked you to indicate who might be influential if you had decisions to be made.
(Interviewee to be asked to look at Page 3 of their questionnaire.)

Looking at each of the columns in turn could you please tell me how and why those particular groups influence your decisions?

Expectations
In the questionnaire there was a section where you were asked to indicate by ticking on a list, those tasks which you expected of yourself as well as separate tables where you could indicate the expectations you believed your senior management and your team members have of you.

Do you have any comments you would like to make about the list of tasks and/or your selection particularly where there are differences?

Characteristics of the middle manager
Can you describe your management style to me ie how do you pass decisions or opinions to your line manager or to your department/team members?
How do they get members of their team to do what they wish?
How they incorporate whole school issues?
How they effect whole school decisions?

Other issues that affect management
Are there any other issues either within this school or in the wider education arena which effect your ability to manage your team?
Examples might be impending OFSTED inspection, large number of young/new or old/experienced staff, a new staffing structure.
Are there staff in your team who in other circumstances would be considered to be your super-ordinate?
Is there anything within the school's organisation that affects your work?
Have there been recent changes that affect you?

Line Managers' Interview Preparation

The following tables formed part of the questionnaire completed by middle managers in a number of schools during the quantitative stage of the research.

As the interview will focus on the content of these tables for some of the time, will you please complete them and bring them with you to the interview. Clearly you should not discuss your responses with anyone and your responses will remain anonymous.

Priorities
The following should be ranked in order of priority (1 - the most important, 12 - least important) as you expect of your middle managers if it was November in a normal school year. No tasks should be shown as being of equal priority.

Priority	Task
	Devising and monitoring pupil records.
	Devising and leading INSET with your departmental staff.
	Implementing school policy.
	Supervising/monitoring colleagues work to ensure that policies are followed through.
	Teaching subject throughout the school.
	Collaborating in whole school planning.
	Monitoring and controlling the use of stock and other resources.
	Liaising with outside agencies and other schools.
	Co-ordinating and overseeing marking in line with school policies.
	Overseeing or assisting with the maintenance of the fabric and facilities including Health & Safety duties.
	Developing the curriculum including teaching and learning strategies.
	Being in charge of funds for the department.

Influences
There are potentially a number of different individuals or groups who influence decisions within an area of responsibility.

Label (1, 2, 3) in priority order the top three groups of people who you think should influence your middle managers' decisions in the areas of:

(a) change curriculum content at Key Stage 3(C),
(b) purchase of resources to support a new course (R),
(c) professional development plan for departmental staff or team(I),
(d) discipline of a pupil being difficult within your area of responsibility (D).

	(C)	(R)	(I)	(D)
1. Head and senior management				
2. Departmental staff				
3. Parents/Guardians				
4. Students/Pupils				
5. Other teaching staff				
6. Advisory/Inspectorate service				
7. Subject association				
8. Governors				

Expectations

Select from the list below all those tasks which you expect of your academic middle managers. The expectation may be communicated verbally or in written form such as in memos or job descriptions. Not all of the tasks listed here may be pertinent.

	✓
1. Ensuring continuity of education between schools and phases.	
2. Making decisions about what resources to buy.	
3. Monitoring the teaching of departmental staff.	
4. Implementing a homework policy.	
5. Organising the testing of pupil attainment.	
6. Organising the storage of departmental resources.	
7. Ensuring that courses cater for the range of abilities.	
8. Induction of new staff.	
9. Keeping dept. staff informed of whole school matters and encouraging debate.	
10. Monitoring classes' progress through syllabi or schemes of work.	
11. Deployment of pupils into teaching groups.	
12. Formulating curriculum aims, objectives and content.	
13. Maintaining dept. records of schemes of work, mark lists and minutes of meetings.	
14. Checking teaching methods are in line with department and school policies.	
15. Ensuring teaching rooms are suitable and offer adequate resources.	
16. Development of departmental staff's professional abilities.	

Line Managers' Interview Schedule

Introduction of self

Brief purpose of study
The research project, which this interview is part of, is gathering together information on what academic curriculum team leaders in middle management positions in secondary schools (heads of department and the like) consider to be their responsibilities, how their role is communicated to them and how it compares with what others believe to be their role.

Mechanics and procedures
Permission to tape interview?
Will be doing notes during interview
Write-up of interview returned for checking of accuracy
Anonymity in final thesis

Time Allocation
Could you please tell me what proportion of the timetabled school week is allowed for a middle management responsibility and how much teaching are they expected to do?

Line Management
How do you supervise the middle managers?
Do you have regular meetings?
Do they have to show records or plans?
Do you go to their meetings?

Priorities
In the questionnaire there was a section that asked the middle managers to prioritise certain tasks. I forwarded you a copy of the section.

Could you please tell me which three tasks, in your opinion, should be the middle managers' top three?

Can you tell me briefly why you placed those tasks as their top three priorities?

How are the middle managers given information that might or should influence their priorities?

Pursue any line that indicates a person as being influential ie how do they express their influence, how important is their influence?
If they make indications that it is because they understand that to be an important element of the role, how were they informed that it was important?

Could I please keep your list of priorities for comparison with the responses of the middle managers?

Influences
In the questionnaire there was a section that asked the middle managers to indicate who might be influential if they had decisions to be made. I forwarded you a copy of the section.

Looking at each of the columns in turn could you please tell me how and why you consider that those particular groups should influence the middle managers' decisions?

Could I please keep your response for comparison with those of the middle managers?

Expectations
In the questionnaire there was a section where the middle managers were asked to indicate by ticking on a list, those tasks which they believed were expected of them by their senior management.

I forwarded you a copy of the list and asked you to tick those tasks which you agreed were expected of the middle managers by yourself.

Do you have any comments you would like to make about the list of tasks and/or your selection?

Could I please keep the list for comparison with the responses of the middle managers?

Characteristics of the line manager
Can you describe your management style to me?
Ensure that they mention how they get members of staff to do as required?
How do you encourage them to incorporate whole school issues?
How do they put opinions across to you for example where they wish to influence whole school decisions?

Other issues that affect management
Are there any other issues either within this school or in the wider education arena which might affect your middle managers' ability to manage their team?
Are there staff in their teams who in other circumstances would be considered to be their super-ordinate?
Is there anything within the school's organisation that might affect their work?
Have there been recent changes that might affect them?

Team Members' Interview Preparation

The following tables formed part of the questionnaire completed by middle managers in a number of schools during the quantitative stage of the research.

As the interview will focus on the content of these tables for some of the time, will you please complete them and bring them with you to the interview. Clearly you should not discuss your responses with anyone and your responses will remain anonymous.

Priorities
The following should be ranked in order of priority (1 - the most important, 12 - least important) as you expect of your middle manager if it was November in a normal school year. No tasks should be shown as being of equal priority.

Priority	Task
	Devising and monitoring pupil records.
	Devising and leading INSET with your departmental staff.
	Implementing school policy.
	Supervising/monitoring colleagues work to ensure that policies are followed through.
	Teaching subject throughout the school.
	Collaborating in whole school planning.
	Monitoring and controlling the use of stock and other resources.
	Liaising with outside agencies and other schools.
	Co-ordinating and overseeing marking in line with school policies.
	Overseeing or assisting with the maintenance of the fabric and facilities including Health & Safety duties.
	Developing the curriculum including teaching and learning strategies.
	Being in charge of funds for the department.

Influences
There are potentially a number of different individuals or groups who influence decisions within an area of responsibility.

Label (1, 2, 3) in priority order the top three groups of people who you think influence your middle manager's decisions in the areas of:

(a) change curriculum content at Key Stage 3(C),
(b) purchase of resources to support a new course (R),
(c) professional development plan for departmental staff or team(I),
(d) discipline of a pupil being difficult within your area of responsibility (D).

	(C)	(R)	(I)	(D)
1. Head and senior management				
2. Departmental staff				
3. Parents/Guardians				
4. Students/Pupils				
5. Other teaching staff				
6. Advisory/Inspectorate service				
7. Subject association				
8. Governors				

Expectations
Select from the list below all those tasks which you expect of your academic middle manager. The expectation may be communicated verbally or in written form such as in memos or job descriptions. Not all of the tasks listed here may be pertinent.

	✓
1. Ensuring continuity of education between schools and phases.	
2. Making decisions about what resources to buy.	
3. Monitoring the teaching of departmental staff.	
4. Implementing a homework policy.	
5. Organising the testing of pupil attainment.	
6. Organising the storage of departmental resources.	
7. Ensuring that courses cater for the range of abilities.	
8. Induction of new staff.	
9. Keeping dept. staff informed of whole school matters and encouraging debate.	
10. Monitoring classes' progress through syllabi or schemes of work.	
11. Deployment of pupils into teaching groups.	
12. Formulating curriculum aims, objectives and content.	
13. Maintaining dept. records of schemes of work, mark lists and minutes of meetings.	
14. Checking teaching methods are in line with department and school policies.	
15. Ensuring teaching rooms are suitable and offer adequate resources.	
16. Development of departmental staff's professional abilities.	

Team Members Interview Schedule

Introduction of self

Brief purpose of study
The research project, which this interview is part of, is gathering together information on what academic curriculum team leaders in middle management positions in secondary schools (heads of department and the like) consider to be their responsibilities, how their role is communicated to them and how it compares with what others believe to be their role.

Mechanics and procedures
Permission to tape interview?
Will be doing notes during interview
Write-up of interview returned for checking of accuracy
Anonymity in final thesis

Line Management
_____ is your line manager when you are teaching within their team.

How does this relationship affect your work ie how do they supervise your work?
Do you have regular individual meetings?
Do you have to show records or plans?
Do you have to attend meetings?

Priorities
In the questionnaire that was sent out to middle managers, there was a section that asked the middle managers to prioritise certain tasks. I forwarded you a copy of the section.

Could you please tell me which three tasks, in your opinion, should be the middle managers' top three?

Can you tell me briefly why you placed those tasks as their top three priorities?

Pursue any line that indicates a person as being influential ie how do they express their influence, how important is their influence?
If they make indications that it is because they understand that to be an important element of the role, how were they informed that it was important?

Could I please keep your list of priorities for comparison with the responses of the middle managers?

Influences
In the questionnaire there was a section that asked the middle managers to indicate who might be influential if they had decisions to be made. I forwarded you a copy of the section.

Looking at each of the columns in turn could you please tell me how and why you consider that those particular groups should influence the middle managers' decisions?

Could I please keep your response for comparison with those of the middle managers?

Expectations
In the questionnaire there was a section where the middle managers were asked to indicate by ticking on a list, those tasks which they believed were expected of them by their department or team. I forwarded you a copy of the list and asked you to tick those tasks which you expected of your middle manager.

Do you have any comments you would like to make about the list of tasks and/or your selection?

Could I please keep the list for comparison with the responses of the middle managers?

Characteristics of the middle manager
Can you describe _____'s management style to me?

Ensure that they mention how members of the team are persuaded to carry out the middle manager's wishes.
How do they incorporate whole school issues?
Are you aware of how they affect whole school decisions?

Other issues that effect management
Are there any other issues either within this school or in the wider education arena which effect your role within the team?

Is there anything within the school's organisation that effects your work or that of the team?
Have there been recent changes that affect you?

Appendix 3

Meeting Observation Instrument.

Time	Person	Content

1. The actual time should be entered occasionally.
2. A seating plan of the participants should be numbered and the number rather than name should be entered in the 'Person' column. A further seating plan should be prepared with the names entered so that name and number can be connected.
3. The number of the individual speaking should be entered and notes about the content written alongside.
4. If the person continues to speak after one minute their number should be written again.
5. If the next person to speak interrupts the previous speaker then an X should be placed in front of the number.
6. If several speak simultaneously then their numbers should be listed and linked together with a bracket or similar.
7. If a comment is directed at a particular participant then an arrow should be drawn from the number indicating the speaker to the number of the receiving individual eg 3 → 2
8. Additional comments about atmosphere, reactions to comments etc should be entered in brackets in the 'Content' column.

After the Meeting
Each issue dealt with in the meeting should be considered in turn and notes made on:

- Who spoke on the issue?
- For how long did they speak?
- What was the nature of their contribution?
- How effective was their contribution?
- What helped progress on the issue?
- What hindered progress on the issue?