

Elmsett C. of E. V.C.P. School



Leadership Development and Succession Planning

Adopted by the Governing Body at the full
committee meeting held on

XXXXXX

Signed:

Terry Smyth, Chair of Governors



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Document Control

Updated:	November 2013
Person responsible:	Headteacher
Written by:	Headteacher with Staff and Resources Committee
Monitored by:	Headteacher
Reviewed by:	Resources Committee
Next review:	5 years or as needs dictate

1. A Governing Body Policy

Our governing body is committed to developing the school workforce in ways which:

- distribute leadership throughout the school,
- utilise the strengths of individual staff and enable them to contribute to their maximum potential
- enable continuing professional development opportunities which
 - enable staff to progress within the school and beyond,
 - contribute to leadership capacity throughout Suffolk

This policy rests on the underlying principles that:

- The development of leadership capacity is fundamental to the delivery of a child-focussed curriculum appropriate for the 21st century.
- Growing our own leaders will benefit our school as well as other schools that they may move on to.
- Our school will benefit in turn by recruiting leaders who have gained experience in other Suffolk schools.
- There is potential for creative partnership arrangements for leadership development opportunities

In implementing this policy the governing body will:

- Monitor on an annual basis, through the appropriate committee, leadership development within the school and links with other schools.
- Through the appropriate committee, maintain an overview of the school's staffing profile and implications arising.
- Ensure the allocation of sufficient funding from the school budget to support agreed priorities for leadership development.
- Ensure the school's involvement in appropriate local and national leadership development and succession planning initiatives.
- Seek to develop a school culture which is seen by all current and prospective staff to offer leadership development opportunities which benefit individual staff as well as the school.
- Delegate responsibility to the Headteacher and other senior leaders to explore the benefits of collaborative approaches with other schools.

2. Monitoring our Workforce Profile

Through the Governing Body Personnel Committee we will monitor on an annual basis:

- The number and deployment of staff
- Teaching and Learning Responsibilities
- Age & Gender profile
- Black and Minority Ethnic representation
- Staff Turnover rate
 - Number of leavers per annum
 - Length of time working at the school
 - Destinations of leavers
 - Leaving the profession
 - Retiring
 - In-house promotion
 - External promotion
- Spread of staff on different points of Pay Spine
- CPD priorities
- Support staff deployment
- Ongoing development training:
- Staff undertaking NPOH
- Staff undertaking e.g. Leading from the Middle
- Staff Absence rates and implications
- Trends in application rates
- Monitoring

A Questions Framework for Governing Bodies:

- What staffing do we need to implement the developments we have prioritised in our School Improvement Plan in the short, medium and longer term?
- What posts do we know we have to fill to replace staff leaving in the next 2-3 years?

- Are we confident in our capacity to cope with the resignation or long-term absence of the headteacher or others in the Senior Leadership team?
- How does our staffing profile compare with similar schools with high pupil attainment?
- What links do we have with other schools to share opportunities for leadership development?
- How can we use forthcoming recruitment opportunities to strengthen leadership capacity, particularly around School Improvement Priorities?
- Can we improve marketing of vacancies to give a clear message about our commitment to leadership development.
- How do we integrate leadership development into the Performance Management process?

3. Making it Happen

What we will do in our school

- Make clear links in our School Improvement Plan to leadership development.
- Ensure that our Self Evaluation Form addresses workforce capacity and development
- Identify leadership potential and enable training and support for development.
- Regularly review and evaluate the leadership structure and its effectiveness with an eye on development of new models of leadership
- Judge it as a success when a member of staff moves on to a leadership position at another school
- Make appointments to leadership roles which meet the needs of the school but offer opportunities for candidates "with potential".
- Ensure that appropriate induction and support is in place for all staff, including leadership roles.
- Promote the school's policy on leadership development to external candidates
- Consider innovative models of school leadership

What we will do with other schools

- We will work with other schools to create and take advantage of leadership development opportunities which are of mutual benefit.
- Contribute to and make use of internship and support schemes offered by the LA.
- Share leadership development programmes.

Recruitment and Induction of Headteachers

We will:

- Be clear in our recruitment publicity that the school is committed to leadership development.
- Recognise the potential that less experienced candidates may offer
- Make clear the support that is available to new appointments
- Plan effectively to deliver support to new Headteachers , taking advantage of support from the Local Authority.