



Leadership Development & Succession Planning Policy

May 2017

Approved by Governing Body: May 2017

Next Review due: May 2020

A Governing Body Policy Statement

Rationale

- Great schools need great leaders who are highly effective working in an urban setting.
- A diverse leadership workforce – one that draws from all the talents and experiences of people from different backgrounds – is a stronger and more effective workforce.
- All schools and Local Authorities in England are facing a challenge in leadership recruitment given the numbers of highly experienced leaders due to retire over the next few years.
- To meet this challenge, we will have:
 - to 'grow' our own leaders, which will benefit our school as well as other schools that they may move on to;
 - to work collectively with other schools to create the right opportunities for our potential leaders of the future;
 - to maximise the leadership potential of **all** staff, and in particular groups – those which have traditionally been under-represented in leadership positions: those from Black Asian and Ethnic Minority (BAME) backgrounds, including those who speak languages reflected in the school and local population, women and those with disabilities.

Aims

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 at the highest level;
- provide leadership development opportunities that enable staff to progress within the school and beyond; and
- contribute to developing leadership capacity in local schools as well as nationally.

We will work with other schools in the borough to create and take advantage of leadership development opportunities which are of mutual benefit.

Key questions, as a Governing Body, we will ask our Headteacher on a routine basis

The questions come under three headings:

- Leadership skills and requirements
- Leadership potential
- Leadership opportunities

Leadership and Skill Requirements

- What are the leadership skills and experience needed to implement the School Improvement Plan (SIP) over the short, medium and long term?
- How close is the match between our current leadership skills and experience and that required over the short, medium and long term?
- What additional leadership skills, experience and capacity might we need over the short, medium and long term?

Leadership Potential

- How do we know who aspires to leadership?
- How do we identify and nurture our potential leaders of the future?
- How do we use performance management and review processes to develop our future leaders?

Leadership Opportunities

- What leadership development opportunities have been available to our staff and what has been the take-up?
- How can we use any forthcoming recruitment opportunities to strengthen leadership capacity, particularly around our priorities?
- How clearly does the school communicate its commitment to improving children's lives through diverse school leadership, ie recruiting people from the community to better reflect diversity and to provide opportunities to under-represented groups?
- What links do we have with other schools to share opportunities for leadership development?
- 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?
- Do we give a sufficiently clear message about our commitment to leadership development when advertising posts?

Implementation

Through the F&P committee or as part of governing body meetings, we will:

- monitor, on a termly basis, leadership development opportunities available within and outside the school and their take-up;
- keep under review the work / life balance of staff;
- maintain an overview of the school's staffing profile by collecting data by age, ethnicity, gender and disability and implications arising;
- support the development of a school culture which is seen by all current and prospective staff to offer leadership development opportunities that benefit individual staff as well as the school;
- ensure the allocation of sufficient funding from the school budget to support agreed priorities for leadership development.

An effective school in regards to leadership development and succession planning

Makes clear links in its school development plan to leadership development and succession planning.

- Ensures that its Self-Evaluation Form addresses workforce capacity development.
- Makes all staff aware of leadership development opportunities in Redbridge and beyond and encourages access and participation.
- Identifies leadership 'potential' and enables training and support for development.
- In identifying 'potential', is mindful of identifying people 'like us' and perpetuating barriers to people who are 'not like us'.
- The following attributes are useful indicators of leadership potential:
 - seeks opportunities to learn: is optimistic;
 - acts with integrity;
 - adapts to cultural differences;
 - is committed to making a difference: motivated by a compelling need to improve opportunities for children, especially the most disadvantaged, whatever the obstacles;
 - seeks broad 'business knowledge';
 - brings out the best in people: is able to work with and influence others;
 - is insightful: sees things from new angles;
 - has the courage to take risks: shows initiative;
 - seeks and uses feedback;
 - learns from mistakes;
 - is open to criticism.
- Regularly reviews and evaluates the leadership structure and its effectiveness with an eye on development of new models of leadership.
- Judges it as a success when a member of staff moves onto a leadership position at another school.
- Makes appointments to leadership roles that, while meeting the needs of the school also provides opportunities for candidates 'with potential'.
- Ensure appropriate induction and support for all staff, including those in leadership roles.
- Promotes the school's commitment to leadership development opportunities for candidates 'with potential'.
- Promotes the school's commitment to leadership development to external candidates.
- Supports leadership development opportunities, which include:
 - work shadowing of Headteachers and other Senior Leadership Team members for staff who aspire to senior leadership positions (both within the school and in other schools);
 - exchanges and visits to other schools;
 - use of mentoring and coaching schemes;
 - providing short, focused leadership opportunities for aspiring leaders.

Monitoring our Workforce Profile

Through the F&P Committee or as a governing body as a whole, we will monitor on a termly basis, making use of comparisons with other similar schools or the LA, where possible, and then determine what actions need to be taken to address issues which emerge from our monitoring of:

- The number and deployment of staff.
- The age, gender, ethnicity and disability profile of staff.
- Teaching and Learning Responsibilities.
- Age and Gender Profile.
- Staff Turnover Rate:
 - number of leavers per annum;
 - length of time working at the school;
 - destinations of leavers;
 - exit questionnaire feedback.
- Trends in application rates.
- The number of staff engaged on national development programmes (such as 'NPQML' NPQSL' and NPQH') or other leadership development programmes.