# Worlingham CEVC Primary School

## LEADERSHIP DEVELOPMENT AND SUCCESSION PLANNING POLICY

*Like a tree firmly planted by streams of living water we will grow
in knowledge, love, faith and wisdom.  Based on Psalm 1:3*

Our Governing Body is committed to developing the school and Governor team in ways which:

- Distribute leadership throughout the school, and Governing Body.
- Utilise the strengths of individuals 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-focused curriculum appropriate for the 21$^{st}$ 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 Personnel 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.

### 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 the Pay Spine.
- CPD priorities.
- Support staff deployment.
- Ongoing development training.
- Staff undertaking NPQH.
- 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 and Governing Body?
- 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?

## 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.

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