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What is Succession Planning?

Succession planning is a process whereby an organisation ensures that its staff are recruited and developed to fill key roles within and beyond the organisation. Through School Succession Planning we aim to recruit staff, develop their knowledge, skills and abilities, and to prepare them for advancement or promotion in ever more challenging roles.

Rationale:

- Great schools need great leaders.
- Hawthorn Tree Primary School needs great leaders who are highly effective working in a range of challenging circumstances.
- The school needs a diverse leadership workforce that draws from all the talents and experiences of people from different backgrounds; making it stronger and more effective.

We seek to:

1. Grow our own leaders, which will benefit our school as well as the other schools they move on to.
2. Work collaboratively with other school to create the right opportunities for potential leaders of the future.
3. Maximise the leadership potential of ALL staff.

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 the leadership capacity across the schools we work in partnership with

The policy rests on the underlying principles that:

- the development of leadership capacity is fundamental to the delivery of a child-focussed curriculum
- growing our own leaders.
- our school will, in turn benefit by recruiting leaders who have gained experience in other LA schools
- The potential for collaborative or creative partnership arrangements are fulfilled to the benefit of our school development issues.

KEY QUESTIONS WHICH, AS A GOVERNING BODY, WE WILL ASK OUR HEADTEACHER ON A ROUTINE BASIS:

LEADERSHIP AND SKILLS REQUIREMENTS:

- What are the leadership skills and experience needed to implement the School Development Plan?
- How close is the match between our current leadership skills and experience and that required over the next few years?
- What additional leadership skills, experience and capacity might we need over the next few years?

LEADERSHIP POTENTIAL:

- How do we know who aspires to leadership?
- How do we 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 opportunities have been made available to the 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 leadership – recruiting people to reflect diversity and 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?

An effective school with regards to leadership development and succession planning:

Makes clear links in the school development plan re leadership development and succession planning

- Makes all staff aware of leadership development opportunities in Lincolnshire and beyond and encourage access and participation
- Identify leadership “potential” and enable training and support to enable development
- In identifying “potential”, be 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 and is optimistic
 - Has high aspirations for self and others
 - Acts with integrity – is a good role model
 - Adapts to cultural differences
 - Is committed to making a difference. Is 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 and is able to work with and influence others even in challenging situations
 - 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 and views it in a constructive, not destructive way
- 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 onto a leadership position at another school
 - Make appointments to leadership roles which 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
 - Promote the school’s commitment to leadership development opportunities for candidates “with potential”
 - Promote the school’s commitment to leadership development to external candidates
 - Support leadership development opportunities which include:
 - Work shadowing of Headteacher 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
 - Support initiatives such as the Local Leaders in Education and embrace this as a way of developing leadership capacity within and beyond the school

What we will do with other schools – Partnership working

- 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

In implementing this policy the governing body will:

- Monitor on an annual basis, through the appropriate committees (Resources), leadership development within the school and links with other schools
- Maintain an overview of the school’s staffing profile.
- 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
- 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 Resources Committee and Headteachers report's to the Full Governing Body 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 in the school
 - Destination 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
- On-going development training
- Staff undertaking NPQH
- Staff undertaking e.g. Leading from the Middle
- Staff absence rates and implications
- Trends in application rates

Monitoring

A Question 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 and 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?

Recruitment and Induction of Head teachers

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 head teachers, taking advantage of support from the Local Authority.