

<b>Policy Title:</b>	<b>Succession Planning Policy</b>	
<b>Date of Issue:</b>	17/03/2020	
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<b>Ratified by:</b>	Governors Policy Committee	
<b>Responsible signatory:</b>	W Blundell	M Maher
<b>Date of signature:</b>	17/03/2020	17/03/2020
<b>Outcome:</b>	<p>This Policy:</p> <p>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.</p>	
<b>Cross Reference:</b>	<p>Child Protection and Safeguarding Policy  Code of Conduct Policy  Health &amp; Safety Policy  Moving &amp; Handling Policy</p>	

### **EQUALITY AND DIVERSITY STATEMENT**

Astley Park School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

### **POLICY REVIEW**

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

## Succession Planning Policy

### 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.
- Astley Park School needs great leaders who are highly effective working in a range of challenging circumstances. Including meeting the needs of pupils an ever-widening range of abilities, medical needs and social backgrounds.
- We need 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:

- Grow our own leaders, which will benefit our school as well as the other schools they move on to.
- Work collaboratively with other school to create the right opportunities for potential leaders of the future.
- 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 will benefit our schools as well as others
- 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 HEAD TEACHER 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 appraisal processes to develop our future leaders?

### **LEADERSHIP OPPORTUNITIES:**

- What leadership opportunities have been 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?

### **Making it happen – What we will do in our school**

*An effective school in regard to leadership development and succession planning:*

Make clear links in the school development plan to leadership development and succession planning

- Make all staff aware of leadership development opportunities in Lancashire and beyond and encourages access and participation
- Identify leadership “potential” and enable training and support for 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: 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: 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 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 head teachers 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

### **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 any internship or 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, 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
- See 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 head teacher and other senior leaders to explore the benefits of collaborative approaches with other schools.

## **Monitoring our Workforce Profile**

Through the Governing Body Staffing Committee and Head teachers reports to the Full Governing Body we will monitor:

- The number and deployment of staff with leadership 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. NPQML, NPQSL
- 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 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 Head teacher 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 Appraisal 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.

Astley Park School

