



## Barningham CEVC Primary School Succession Planning Policy

### Leadership Development and Succession Planning

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-focused curriculum appropriate for the 21<sup>st</sup> 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 personnel 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 Pay Spine;
- CPD priorities;
- Support staff deployment;
- On-going development training;
- Staff undertaking NPQH;
- Staff undertaking e.g. NPQSL or NPQML;

- 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?

## **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 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.

### **Steering Committee**

**Signed: Stephany Hunter/Julie Surridge**

**January 2022**

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