

Leadership Development and Succession Planning

2014-5



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TBAP Trust Board Policy Statement

The TBAP trust board is committed to developing the workforce in ways which:

- distribute leadership throughout the TBAP trust
- 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 AP academy , TBAP Service or partner TBAP Teaching School Alliance (TSA) schools
 - contribute to leadership capacity throughout the TBAP trust

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

This policy rests on the underlying principles that:

- The development of leadership capacity is fundamental to the delivery of the TBAP personalised curriculum offer
- TBAP AP academies share a common challenge in leadership recruitment which can be addressed through a TBAP wide strategy.
- Growing our own leaders will benefit our AP academies as well as other schools that they may move on to.
- Our AP academies will benefit in turn by recruiting leaders who have gained experience in other TBAP TSA schools.
- There is potential for creative partnership arrangements for leadership development opportunities across the TBAP TSA and with other MAT's

In implementing this policy the TBAP trust board will:

- Monitor on an annual basis, through the Finance, Premises and Human Resource (FPHR) committee leadership development within the Trust
- Through the FPHR committee, maintain an overview of the Trust's staffing profile and implications arising
- Ensure the allocation of sufficient funding from the Trust budget to support agreed priorities for leadership development
- Ensure the Trusts involvement in appropriate local and national leadership development and succession planning initiatives through the TBAP TSA
- Seek to maintain a culture which is seen by all current and prospective staff to offer leadership development opportunities which benefit individual staff as well as the Trust academies and services
- Delegate responsibility to the Executive headteacher and other senior leaders to explore the benefits of collaborative approaches with other schools

Monitoring our Workforce Profile

Through the FPHR Committee we will monitor on an annual basis:

- The number and deployment of staff
- Teaching and Learning Responsibilities
- Age and Gender profile
- Black and Minority Ethnic representation
- Staff Turnover rate
 - Number of leavers per annum
 - Length of time working at the Trust AP academies and services
 - Destinations of leavers
- Support staff deployment
- Ongoing development training and CPD:
- Staff undertaking NPQH, NPQMSL, Middle Leadership
- Staff Absence rates and implications
- Trends in application rates

Monitoring: Questions the Trust board will consider

- In what sort of time frame is the CEO planning to move on and what skills would their successor need?
- Are there any strong internal candidates and what action is needed to nurture their skills and talents?
- How would the recruitment of a CEO with a different skill set affect the overall balance of skills at board level (for example if a candidate is chosen with operational or financial expertise as opposed to a former Headteacher)
- What staffing do we need to implement the developments we have prioritised in our Trust development plan and our 5 year vision – (TBAP 2020) School
- 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 Executive headteacher or others in the TBAP SLT?
- What links do we have with other schools to share opportunities for leadership development?
- How can we use forthcoming recruitment opportunities to strengthen our leadership capacity?
- Can we improve marketing of vacancies?
- Are we effectively integrating leadership development into the Performance Management process?

Making it Happen - What we will do in our Trust

- Make clear links in our School Improvement Plans to leadership development
- Make all staff aware of our commitment to leadership development and maximise opportunities for Continuing Professional Development
- Identify leadership potential and enable training and support for development.
- Enable shadowing of headteachers and other Senior Leadership Team members through the TBAP TSA
- Regularly review and evaluate the leadership structure and its effectiveness with a view to developing new models of leadership
- Make appointments to leadership roles which meet the needs of the Trust but offer opportunities for candidates “with potential”.
- Ensure that appropriate induction and support is in place for all staff, including leadership roles.
- Promote the trust’s policy on leadership development to external candidates
- Consider innovative models of school leadership and enhance opportunities through the TBAP TSA
- Continue to offer opportunities for leadership secondments within the TBAP trust
- Develop and deliver a programme to support succession and leadership
- Continue to deliver leadership coaching and mentoring
- Work with Teaching Leaders to develop new leaders
- Promote the trust as a national lead in AP which attracts the highest calibre candidates
- Utilise bonus payment schemes and enhanced leadership pay ranges to attract and retain the best leaders

What we will do with other schools

- We will work with other schools in TBAP TSA and local areas to create and take advantage of leadership development opportunities which are of mutual benefit
- Enable shadowing of headteachers and other Senior Leadership Team members.]
- Contribute to and make use of mentorship and support schemes.
- Collaborate within our family of schools and our TSA partners including:
 - Support Networks
 - Shared appointments and secondment opportunities
- Share leadership development programmes

Recruitment and Induction of Headteachers and Heads of School / Service

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