Succession Planning Policy and Procedure September 2018

Office use

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Associated documents:	
• DALP Appraisal & Induction Policy	

Links to:	

Contents

1. **Introduction**

The Diverse Academies Learning Partnership (DALP) is committed to developing the workforce in ways which:

- Distribute existing leadership throughout the academies
- Utilise the strengths of individual staff and enable them to contribute to their maximum potential
- Provide continuing professional development opportunities which
  o Enable staff to progress within the academies
  o Contribute to leadership capacity throughout DALP

This policy is based on the underlying principles that:

- The development of leadership capacity is fundamental to the delivery of curriculum and places the needs of students at the heart of the planning process
- Growing our own leaders will benefit each academy by recruiting leaders who have gained experience in other DALP academies.
- There is potential for creative partnership arrangements for leadership development opportunities.

2. **DALP commitment to succession planning and leadership development**

The following points represent a "tight" practice in relation to succession planning, ensuring that each academy will:

- Make clear links in Academy Improvement Plans to leadership development
- Ensure that Self Evaluation Form(s) address 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 DALP academy
- Ensure that appropriate induction and support through coaching and mentoring is in place for all staff, including leadership roles
- Promote the Academy's policy on leadership development to external candidates

3. **Workforce Profile**

Each academy's Senior Leadership Team will monitor on an annual basis:

- The number and deployment of staff
- Teaching and Learning Responsibilities
- Spread of staff on different points of Pay Spine
- Protected characteristics profile
- Staff Turnover rate
  o Number of leavers per annum
  o Stability Index
  o Destinations of leavers
  o In-house promotion
  o External promotion

- CPD priorities
- Ongoing development training
- Staff undertaking National Professional Qualification for Headship (NPQH)
- Staff undertaking other management and leadership development

This information will be gathered by the HR team and reported to the Principal/Executive Principal Senior Leadership Team and appropriate Governing Body Committee to shape an Academy Succession Plan.

4.   Monitoring and Review

In implementing this policy senior leadership teams and academy governing bodies will:

- Monitor on an annual basis, through the appropriate committee, leadership development within the academy and links with other DALP academies.
- Through the appropriate committee, maintain an overview of the academies staffing profile and implications arising.
- Ensure the allocation of sufficient funding from academy budgets to support; leadership development and other staff promotion and pay progression
- Ensure the academies involvement in appropriate local and national leadership development and succession planning initiatives
- Seek to develop an academy culture which is seen by all current and prospective staff to offer leadership development opportunities which benefit individual staff as well as the academy
- Explore the benefits of collaborative approaches with other academies

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5.   A Questions Framework for Governing Bodies:

- What staffing do we need to implement the developments we have prioritised in the Academy 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 Principal/Executive Principal or others in the Senior Leadership Team?
- How does our staffing profile compare with similar academies with high student progress and attainment?
- Are the links we have with other academies to share opportunities for leadership development appropriate, could they be improved?
- How can we use forthcoming recruitment opportunities to strengthen leadership capacity, particularly around Academy 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?
- Have we identified sufficient funds in our budget to secure the salaries of promoted staff and those eligible for pay progression and/or TLR's

6.   **Succession Planning Procedure**

6.1   DALP succession planning procedure encompasses both individual aspirations to become future managers and leaders as well as developing a 'pool' of internal and external candidates from which appointments can be made.

There are three key features to the succession planning procedure:

- Identifying people and positions
- Creating opportunities for potential successors
- Aligning recruitment practice to consider and promote successors

6.2   **Identifying people and positions**

Typically succession plans will target senior positions and academies will develop their plans to consider short-term and longer-term successors for these posts.

6.3   While some jobs will always require specific knowledge of curriculum areas or student groups, the focus will be on identifying and developing pools of potential successors to be identified for a variety of roles. Because succession planning is concerned with developing longer-term successors as well as short-term replacements, each pool will be naturally larger than the range of posts it covers.

6.4   Each Academy will develop its own succession plan to identify:

- Potential "shortfalls"
- Where additional "capacity" is
- Development priorities and projects
- Potential successors

7   **Creating opportunities for potential successors**

7.1   On an annual basis the Trust Governing Body will review each Academies succession plan to:

- Support leadership development opportunities which are of mutual benefit to academies
- Contribute to and make use of work shadowing schemes
- Support the funding and cover for staff to attend leadership development programmes
- Fund specific projects through cross academy TLR 3's
- Develop existing senior leaders to sponsor projects and development opportunities through structured coaching and mentoring.
- Assessment and performance management of successors through the Professional Entitlement Group

8.   **Aligning recruitment practice to succession planning**

8.1   Critically, we need to ensure that we provide "promotion" opportunities for successors in order to retain the staff we have developed. This needs to be done within the commitment

given by DALP academies to recruitment practice, specifically to ensure that all recruitment practice continues to be transparent and open.

To do this we will:

- Be clear in our recruitment publicity that academies are 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 Principals and senior leaders, taking advantage of support from DALP and senior leaders in other DALP academies
- Act collectively to ensure all vacancies and opportunities are advertised across DALP academies
- Develop and implement an annual "Campaign" to attract external candidates, specifically focusing on attracting additional "talent" and making assumptions in relation to internal progression and turnover
- Advertise short term cover, secondment and work shadowing opportunities

9. **Review of the Policy**

This policy is reviewed annually by the Trust we will monitor the application and outcomes of this policy to ensure it is working effectively.