



St. Patrick's R.C. Primary School



Leadership and Succession Policy		
Date	Review Date	Coordinator
September 2017	September 2018	M Ryan

1. Aims

- To support all staff and pupils in developing their leadership skills to their full capacity.
- To recognise and welcome different styles of leadership at all levels.
- To prepare staff for taking on leadership roles in this and other schools.
- To be a pro-active school in planning for any necessary leadership changes.

2. Principles

- 2.1 No one part of the system will succeed alone – individuals, schools, heads, local stakeholders and national organisations all have a part to play.
- 2.2 Our individual school, although critical in terms of opportunities and culture, is too small to be an independent unit of succession planning. Therefore collaboration between schools may offer the diversity of opportunities and resources required.
- 2.3 It is easier to retain capable, experienced leaders than recruit new ones. Therefore efforts to hold onto valued experienced leaders should be part of our strategy.
- 2.4 Leadership capability only makes sense in relation to the jobs we expect leaders to do. We must understand our leadership requirements now and in the future before translating that into skills and knowledge that will deliver success.
- 2.5 There are many different types of leadership roles, operating at different levels. People will have varied preferences and abilities in relation to these. We are committed to the principle of distributed leadership in our school and recognise a multi-track career path as a possibility.
- 2.6 The identification of people who can fill leadership positions now, or who have the potential to be effective leaders, should be built into our professional development strategy.
- 2.7 People learn to be leaders through a combination of formal training and on-the-job development. Structured and varied experience of actual leadership is crucial, especially for those heading for the most senior roles.
- 2.8 We will seek to develop a leadership culture where individuals flourish built on values of accountability, respect, clarity and initiative.

- 2.9 We will seek to construct a range of programmes and processes to develop leadership, integrating these into performance management structures.
- 2.10 Governors and staff will seek to understand and apply a broad vision of leadership and consider a variety of models of leadership to support school aims.

3. What are we seeking to develop?

We seek to develop pupils, staff and governors that have the leadership characteristics to contribute to distributed leadership across our school. We aim to ensure that all our staff and pupils feel able to contribute to leadership within our school and that they are prepared for leadership both in this school and the wider system.

- 3.1 We seek to develop leadership characteristics in our pupils by providing opportunities for pupils to be given responsibilities such as:

- Senior pupil responsibilities e.g. Young Leaders organising lunchtime activities
- Class monitors who contribute to the smooth running of our day eg registers
- School and Eco Council members
- Pupil perception interviews as part of self-evaluation
- Pupil panels for staff interviews
- Pupil guides for visitors
- Leadership responsibilities through extra-curricular activities eg sports teams, music and drama productions, clubs

- 3.2 We seek to develop leadership characteristics in our staff as follows:-

- **Role of Governors**

When recruiting new staff be flexible and consider a range of leadership models:

- ❖ Consider the skills and characteristics of potential leaders, including transferable skills from outside teaching, utilising the best practice in equal opportunities when appointing staff.
- ❖ Review the school development plan with particular consideration to identifying leadership opportunities for staff to support their development
- ❖ Review termly CPD for staff to ensure that staff have the best possible opportunities to develop and these have a positive impact on the outcomes of the school
- ❖ Ensure that due consideration is given to work-life balance of the Head Teacher and Leadership Team and that processes and practice in the school contribute to sustainable expectations of leadership and headship in particular.
- ❖ Source and act on external advice to support leadership thinking and development.

- **Role of Head Teacher**

- ❖ Continue to develop a model of distributed leadership in our school so that all staff and students can contribute to decision-making and be given opportunities to develop their capacity for leadership.
- ❖ Identify leadership talent, acknowledge this and encourage staff to consider leadership progression.

- ❖ Create systematic opportunities for staff to develop leadership potential eg through discussion and objectives within Performance Management framework. Consideration will be given to opportunities for skill development through leadership activities both in this school and in partnership with other schools.
- **Role of staff**
 - ❖ Play an active part in Performance Management arrangements and give serious consideration about possible career routes including leadership routes.
 - ❖ To reflect on their professional development needs to support leadership progression.
 - ❖ Participate in leadership development programmes and opportunities as necessary.
 - ❖ Be open to appropriate professional development opportunities.

4. What are the leadership characteristics we seek to develop?

We have adopted as a framework, the leadership competencies (see Appendix 1).

Through the Performance Management process, we aim to identify and develop those characteristics that individuals want further experience of and/or to develop a higher skill level in. The characteristics of high leadership potentials (McCall, cited in Creasy et al, 2004, p47) can be found in the Appendix below.

5. Context of this policy

This policy is linked specifically with the following school policies:-

- ❖ **Performance Management.** The identification of objectives that will support the further development of leadership skills, together with any professional development needed is most effectively undertaken through the performance management process. We encourage our staff to consider leadership as a potential career route and support them through the PM policy.
- ❖ **Whole School Pay policy.** Our pay policy is based on the agreed CES model.

6. Monitoring and Review

- The effectiveness and use of this policy will be monitored by the governors' staffing committee. It will be reviewed every two years
- Governors' Policy for staff appointments and the award of responsibilities

APPENDIX

Characteristics of high leadership potentials:

- seeks opportunities to learn
- acts with integrity
- adapts to cultural differences
- is committed to making a difference
- seeks broad business knowledge
- brings out the best in people
- is insightful – sees things from new angles
- has the courage to take risks
- seeks and uses feedback ➤ learns from mistakes ➤ is open to criticism.

ENABLING

Vision and Belief	Courage and Moral Purpose	Empowering Culture
<p>Possesses a passionate belief that all young people can succeed, embedding this in the school's vision</p> <p>Believes in and trusts the expertise of teachers and the potential of all pupils</p>	<p>Conveys their passion to make a difference</p> <p>Prepared to put head above the parapet. Takes personal risks for what they believe in</p>	<p>Establishes a team based culture. Develops shared expectations and embeds accountability</p> <p>Delegates responsibility for decision-making, demonstrating trust in senior management team</p>

OPERATING

Resourcing Creatively	Leading Learning Innovation	Situational Judgement
<p>Ensures creative use of resources (staff, buildings, funding) to gain maximum value for pupils</p> <p>Works well with other agencies to generate resources for pupils</p>	<p>Accurately identifies the components of good teaching and learning and has the coaching skills to transmit these</p> <p>Evaluates the benefits of new learning initiatives – enthusiastically adopting those that add value to the learning environment</p>	<p>Draws on and applies breadth of experience in responding to new situations</p> <p>Effectively evaluates possible outcomes and potential impact of different courses of action</p>

RELATING

Emotional Intelligence	Balancing Challenge and Empathy	School and Community Champion
<p>Understands the benefits of different leadership styles. Seeks to gauge own impact as a leader</p> <p>Shapes own approach according to the particular needs of the situation and people</p>	<p>Invests time to know and understand pupils, parents, teachers and other staff</p> <p>Combines a genuine interest, listening skills and a desire to empathise with an underlying ability to remain firm when challenged</p>	<p>Actively champions the school to achieve desired outcomes in dealings with local authorities, governors and other external agencies</p> <p>Understands diversity and the variety of cultures in the school and community. Exploits opportunities to reflect diversity within the school curriculum</p>

SUSTAINING

Stability and Consistency	Vigilant Focus	Enduring Resilience
<p>Creates a stable learning environment with a consistent approach to teaching and learning throughout the school</p> <p>Establishes and maintains consistent behaviour management strategies and procedures</p>	<p>Determines overall priorities for the school and ruthlessly maintains focus on these</p> <p>'Sees the wood for the trees'. Demonstrates disciplined self-management when prioritising own activity and time</p>	<p>Continually exudes optimism and a 'can-do' attitude</p> <p>Maintains personal drive through challenging times by drawing on inner reserves of commitment and self belief</p>

Headteacher:	M. Ryan	Date:	September 2017
Chair of Governing Body:	G. Wilson	Date:	September 2017