

## **SUCCESSION PLANNING STRATEGY**

Review and revision – April 2009

Our original Strategy document was written in 2007, using data gathered in the 2006/2007 academic year. The key headlines gave rise to priorities for action. Since then, much activity has been engaged with to address these action points. Significant progress has been made in the following areas:

1. Support for Deputy Head Teachers – CPD opportunities and the NPQH targeted support programme
2. Research into BME and women teachers' experiences in and attitudes to leadership
3. A published Talent spotting guide
4. The promotion of new models of leadership at seminars and conferences for Head Teachers, Deputy Heads and Governors
5. The promotion of the need for school based succession planning activity

Feedback and results have been gathered from schools regarding the impact of this support and other activity related to school leadership. This has included Head Teacher recruitment data, the make-up of school Senior Leadership Teams, Deputy Head attitudes to headship, the experiences of BME leaders, and NPQH targeted support programme data. As a result, the position in Redbridge schools has improved from the original point.

Successes include:

- a) more effective recruitment campaigns for Head Teacher vacancies
- b) improved attitudes to headship by Deputies
- c) greater awareness of the range of leadership models
- d) increased support from middle leaders
- e) successful targeting of CPD to areas identified by schools

Continued support is needed though in the following areas:

- a) greater engagement by all schools with succession planning
- b) effective marketing of schools and vacancy advertising strategies
- c) systematic provision for leadership training at all levels as an entitlement
- d) effective communication of leadership CPD
- e) appropriate support for BME teachers in order to stimulate aspirations to leadership
- f) appropriate support for female teachers in order to stimulate aspirations to leadership

New pressures that have been identified include:

- a) a particular need to address work-life balance and stress related to headship
- b) greater need to support middle leaders
- c) the need to promote an entitlement to leadership CPD for all employees within Redbridge schools

Revised Priorities

1. Communicate the need for all schools to engage with succession planning

2. Support to school on how to market their school and effectively advertise leadership vacancies
3. Map all available leadership training and where to access it
4. Co-ordinate leadership CPD across Redbridge to meet the needs of all leaders
5. Communicate leadership CPD as an entitlement, in appropriate ways to reach all schools
6. Create support appropriate to meet the need of BME leaders
7. Create support appropriate to meet the need of female leaders
8. Communicate the need to address Head Teacher stress and work-life balance
9. Provide careers advice services to all teachers and communicate them effectively
10. Ensure middle leadership training is available to meet the needs of schools
11. Support senior school leaders aspirations to apply for NPQH

## Timetable

By the end of the summer term 2009	
What should have happened?	What should have been achieved?
<ul style="list-style-type: none"> <li>• Training session on how to market schools</li> <li>• Create map of leadership CPD</li> <li>• Schools identify training needs for middle leaders</li> <li>• Negotiate creation of careers advice services</li> <li>• Communicate what succession planning entails and how it supports raising standards</li> <li>• Create plan to meet the needs of BME leaders</li> <li>• Create plan to meet the needs of female leaders</li> <li>• Raise awareness of need to address concerns over stress and work-life balance with Head Teachers</li> <li>• Plan support for teachers wanting to make applications for NPQH</li> </ul>	<ul style="list-style-type: none"> <li>• All schools engage with succession planning</li> <li>• Adverts for leadership posts attract suitable applicants</li> <li>• Governing Bodies create actions to address Head Teacher stress and work-life balance</li> <li>• Clear picture created of schools' needs relating to leadership CPD</li> <li>• Appropriate plans drawn up to meet further leadership CPD needs</li> <li>• Action plan for teachers to make applications to NPQH</li> </ul>
By the end of the autumn term 2009	
What should have happened?	What should have been achieved?
<ul style="list-style-type: none"> <li>• Communicate leadership CPD map</li> <li>• Launch careers advice services</li> <li>• Accountability mechanism created to co-ordinate leadership activity</li> <li>• Appropriate support for BME leaders in place</li> <li>• Appropriate support for female leaders in place</li> <li>• Start delivering support for applying to NPQH</li> </ul>	<ul style="list-style-type: none"> <li>• All school leaders are aware of their entitlement to training and how to access it</li> <li>• BME leaders feel supported and in leadership aspirations</li> <li>• Female leaders feel supported and in leadership aspirations</li> <li>• Leaders are able to access appropriate careers advice</li> <li>• Senior teachers are clear as to what constitutes a good application for NPQH</li> </ul>
By the end of the spring term 2010	
What should have happened?	What should have been achieved?
<ul style="list-style-type: none"> <li>• Appropriate new leadership CPD delivered</li> <li>• Strategic plan for leadership CPD created</li> <li>• Update leadership CPD map accordingly</li> <li>• Gather further data on success of strategy</li> <li>• Review Strategy</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership CPD is planned strategically</li> <li>• New priorities created in response to reviewed position</li> <li>• Teachers successfully enrolled on NPQH</li> </ul>

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