National College
for Leadership of Schools
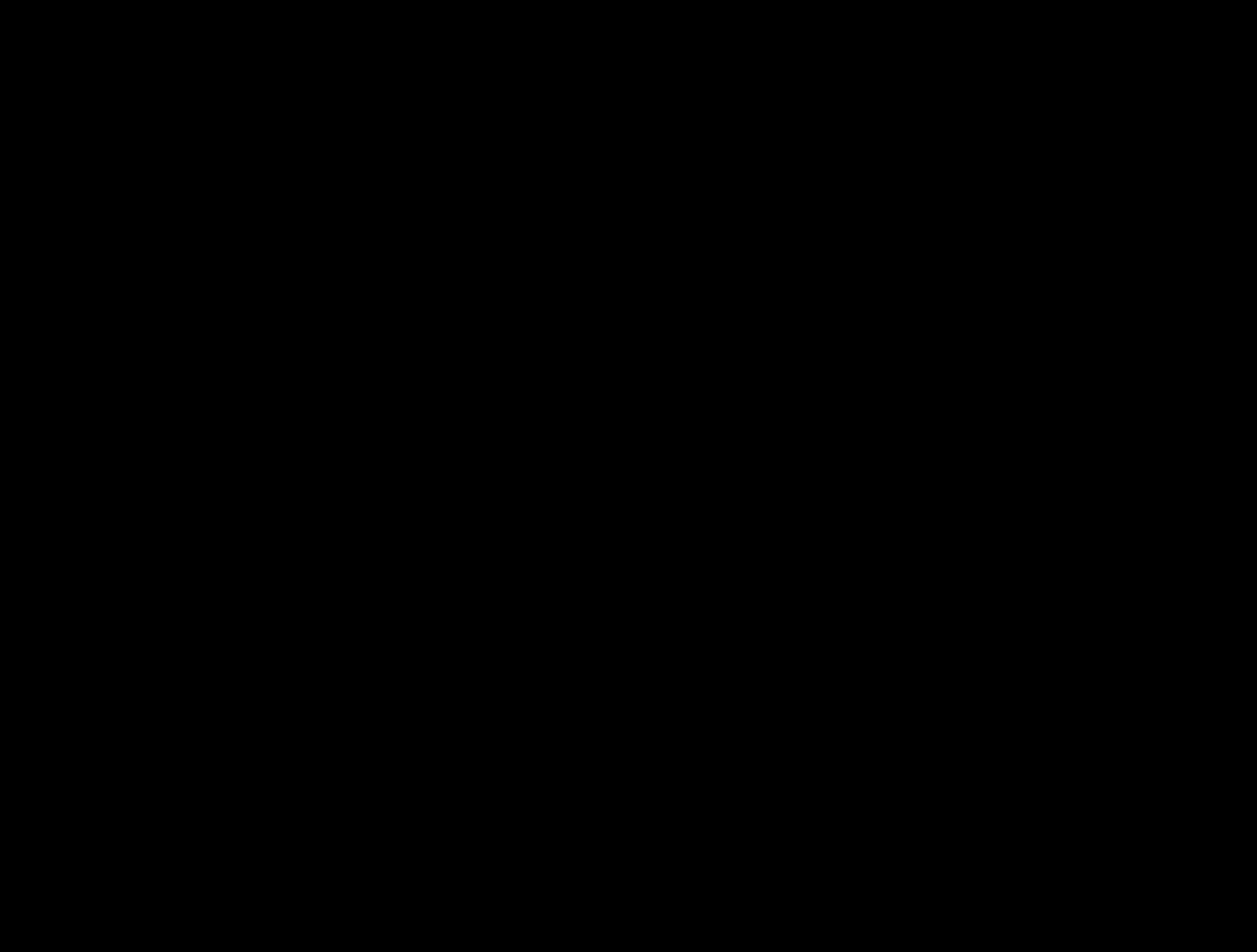and Children's Services

Dioceses

Leadership succession:

a framework for action for dioceses and other
providers of schools with a religious character

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Leadership succession: a Framework for Action for dioceses and other providers of schools with a religious character

The National College strategy for succession planning for schools with a religious character

This strategy has been developed by the National College for Leadership of Schools and Children's Services (National College) in partnership with the Catholic Education Service for England and Wales (CES), the Church of England's National Society for Promoting Religious Education (NSPRE) and diocesan and local authority representatives. It resulted from an initial approach by the National College suggesting that there was merit in developing a specific succession planning strategy for schools with a religious character. Following a residential conference in December 2009 involving diocesan representatives nominated by CES and NSPRE, a small working group was established to develop the strategy. It met on three occasions, completing its work in April 2010.

The key elements of our strategy are contained in section 1 of this document, which forms one of the strategy's key outputs.

To complement and build on the National College's strategy, both the CES[1] and the NSPRE[2] are developing their own associated strategies and materials which will be available through the National College, CES and NS websites, and through the National College, CES and NSPRE websites (**www.nationalcollege.org.uk**; **www.cesew.org.uk** and **www.natsoc.org.uk** respectively).

The National College is establishing a co-ordinating group to support the implementation and evaluation of our strategy. Involving CES, NSPRE, diocesan and local authority representatives, this group will oversee the implementation of the strategy as well as disseminating the good practice that emerges from this work.

National College framework: a set of tools for planning, creating and managing local strategies for succession planning

These materials have been designed to introduce you to the:

– strategy for providers of schools with a religious character

– key elements of the 'deal' that underpins the strategy

– self-evaluation and data-reporting procedures

– Framework for Action, underpinned by five foundations for success and seven local actions

– range of resources designed to support the implementation of the framework, which draws on the original Framework for Action (NCSL, 2007)

Yours is leadership in the Church and on behalf of the wider Church. This is a vital truth with many implications. One such consequence is that the leadership you offer is inseparable from the quality of life you lead and from witness of that life. Yours is a profession plus! It is, in fact, a vocation with your sense of purpose coming from God and your work being carried out in the service of God. It is this, of course, that forms in you a clear sense of what is good, a clear sense of moral purpose as well as the professional purpose that lies behind your daily routines.

Archbishop Vincent Nichols, 2009

---

1 Members of the CES's Nurturing Future Leaders group has contributed significantly to the development of the College's strategy; the strategy being developed by the CES should be available in autumn 2010

2 The NS's key document is Christian Leadership in Schools

Contents

Section 1.

The case for action

Section 1: The case for action

1.1 The rationale

Evidence shows that recruitment of senior leaders to schools with a religious character is a challenge. Specifically, readvertisement rates for Church of England and Catholic schools remain an area of concern, with rates of 37 per cent and 49 per cent respectively in 2008-09 (Education Data Services, 2010). This compares with readvertisement rates of 35 per cent for all primary schools and 27 per cent for all secondary schools for the same period. The termly self-evaluation returns from local authorities provide further evidence that recruitment to faith schools remains a challenge.

With approximately 36 per cent of primary and 18 per cent of secondary schools in England having a religious character, we simply cannot leave to chance (or the recruitment market) the ability to recruit school leaders of an appropriate quality in sufficient numbers. It is for that reason that the National College, in partnership with the Catholic Education Service for England and Wales (CES), the Church of England's National Society for Promoting Religious Education (NSPRE), local dioceses and local authorities, have developed a strategy to work together with the aim of increasing the supply of high-quality school leaders to schools with a religious character.

1.2 The key challenges and meeting them

In this section we set out in more detail the key challenges that dioceses and schools with a religious character face with regard to succession planning and leadership formation and how we suggest these are addressed. Whilst these issues are not unique to the faith sector, there are specific issues that are particularly significant and these are noted below.

1.2.1 The distinctive nature of schools with a religious character

The distinctive ethos of schools with a religious character is a concept which will be referred to throughout the framework. It can be a notion that those without faith may find challenging to understand and those with a faith may find challenging to articulate. Those who aspire to lead such schools need to be able both to understand and to articulate that distinctiveness in what they say as well as what they do. That distinctiveness is not an added extra or an additional factor that leaders have to acquire but must be a central part of what they as leaders bring with them to the school. There is a need for leaders of faith schools to know and understand how their faith impacts all that they think, say and do.

Of course, many schools are finding it difficult to recruit leaders. They are not alone in this – talent is an increasingly critical and scarce commodity for organisations in all sectors and in many countries. However, experience has shown that it is possible to address this challenge with a few straightforward tactics and reap additional, enduring benefits in terms of the quality of leadership and morale.

1.2.2 The key challenges

Ensuring that we have enough talented school leaders is a crucial step towards achieving the best outcomes for all children and young people. This priority is brought into sharp focus by seven factors:

1. The retirement boom

Over two-thirds of the country's headteachers are now aged over 50 and will be reaching retirement at the same time. About a third are aged 55 and over. Projections indicate that the number of school leaders retiring is likely to rise until at least 2014, with over a third of headteachers expected to retire between 2009 and 2014.

2. Perceptions of headship

Few would dispute that the role of the headteacher is a demanding one. Headteachers today have new responsibilities, and are managing radical changes in the way schools interact with other services. Whilst one study (Stevens et al, 2006) showed that 43 per cent of deputies said they had no desire to move up to headship, headteachers themselves take a different view of the job. Most (9 out of 10) headteachers say they find the role rewarding. Furthermore, the 2009 Headship Index Survey (ICM, 2009) indicated that 41 per cent of all respondents aspired to headship, a rise of 25 per cent over 3 years.

3. A drawn-out apprenticeship

It takes a long time to become a headteacher. The standard apprenticeship lasts 20 years: 15 years as a classroom teacher and 5 years as a deputy (though this is beginning to reduce). Providing a more rapid route to the top would increase its appeal to younger teachers who feel that the existing system stifles their ambition. There are several National College programmes that aim to do just this.

4. National and regional variations

The problems that succession planning raises are not the same everywhere. There are areas of acute need with many more hard-to-fill vacancies than the norm. In Inner London and in the Catholic sector, readvertisement rates for headship vacancies can be higher than 50 per cent. However, three-quarters of the hard-to-fill headship vacancies are in ordinary schools. Readvertising does not come cheaply: in 2007/08, estimated overall headteacher advertising cost £7.8 million, so readvertising costs are likely to be in the region of £2 million.

5. Pupil numbers

Some parts of the country (particularly many of our cities) are facing rapid and sustained growth in pupil numbers. In response, new schools are being built and other schools are increasing in size. Both of these factors place additional demands on the system to provide more school leaders, and on leaders themselves in leading larger and more diverse institutions. At the same time, there are other areas with declining pupil numbers leading to different types of leadership and different configurations of schools.

6. Diversity

The profile of the UK population is changing, as is the profile of the pupil population and the school workforce. In London, for example, the recent rise in the population has meant that White UK children are now in the minority in many areas and our workforce has a growing number of non-White UK teachers. However, as yet, there is underrepresentation of non-White UK headteachers when compared with the teacher workforce as a whole, so part of any succession planning strategy must be to ensure that we are nurturing future leaders from the whole workforce with regard to such dimensions as ethnicity, gender and disability.

7. Leading a school with a religious character

Since schools with a religious character are an integral part of our state education system, it is essential to have sufficient numbers of aspiring leaders of the right calibre with the ability to understand and articulate the distinctive nature of a school with a religious character, and the skills to be able to lead one.

1.2.3 Meeting the challenges: a local solutions approach

The combination of challenges noted above, such as perceptions about headship and sharp local variations in supply and demand, means that although leadership succession is a national issue, it requires local solutions. No one part of the system can solve the problem in isolation.

It is for that reason that the National College has adopted a local solutions approach as the centrepiece of its succession planning strategy. This approach builds on existing knowledge and networks, and empowers local leaders to build an approach that suits their area. It recognises that succession planning is only effective across groups of schools and takes a collaborative approach between schools and agencies such as dioceses and local authorities. It also takes account of the wide diversity of conditions and needs, the creativity of local leaders and the fact that many areas have been tackling succession problems for some time.

Local solutions also mean that an underpinning element of the strategy is the duty of today's leaders (supported by governing bodies, dioceses, local authorities and other agencies) to grow tomorrow's leaders and to create the conditions in which leadership can flourish. It is one of their most enduring legacies.

1.2.4 Some key features of effective succession planning

Leadership succession planning is the development of a co-ordinated strategy designed to address:

- the collection and analysis of data: to ensure that leadership requirements now and in the future are understood
- retention: to ensure that experienced leaders can be refreshed and retained
- talent-spotting: to help identify a greater range of people with leadership capability and potential
- leadership formation: to increase the quality and quantity of leadership development opportunities
- recruitment: to connect aspiring leaders with the range of leadership positions that will be available in the future

It is about making sure that we have enough leaders, of sufficient calibre, and with the breadth of skills and capability to lead our schools in the future. It is also about doing these things **across and between** schools in order to increase the opportunities available to leaders and to contribute to the system as a whole.

Succession planning is not another discrete initiative. It is intrinsically linked with school improvement and improved outcomes for children. It will only be successful when integrated with performance management, continuing professional development (CPD) strategies and area-wide approaches to identify talented leaders and accelerate their movement to senior positions.

1.2.5 Meeting the challenges: two broad areas of action

Our Framework for Action (Figure 1) draws a distinction between foundations (the outside of the circle) and actions (the inside). By getting the foundations right and moving into action, it is possible to reap swift results.

- The **foundations for success** establish the conditions that effective succession planning requires.
- The **local actions** address the practical steps you should take to develop both the quantity and quality of leaders at every level.

Figure 1: Framework for Action on succession planning
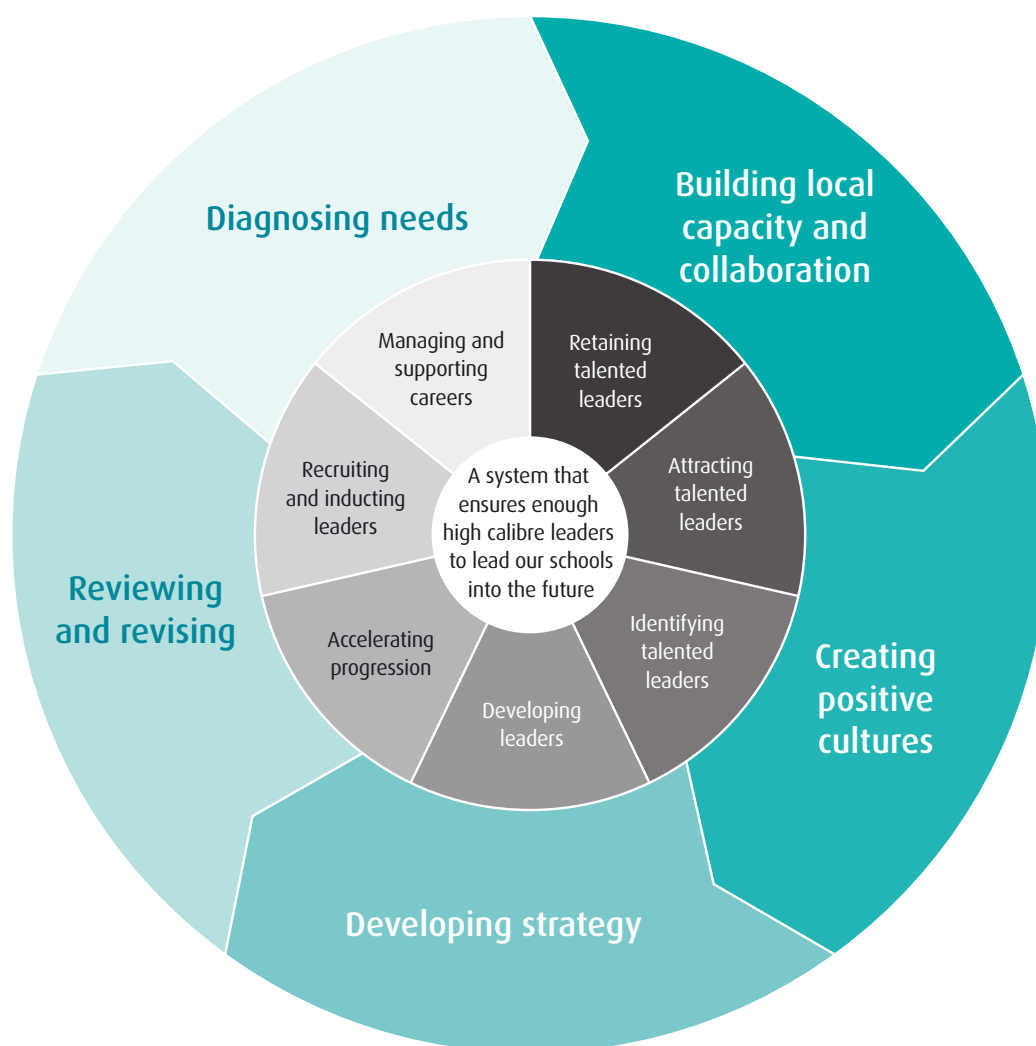
1.3 Principles of succession planning

The National College's approach to leadership succession is based on 12 principles. It is important to be explicit about these principles with schools and governors. This is a critical role for dioceses and other providers of schools with a religious character. These principles, adapted slightly to fit the context of dioceses and schools with a religious character, are as follows:

1. No one part of the system will succeed alone; individuals, schools, headteachers, dioceses, local partners and national organisations all have a part to play.

2. The individual school, although critical in terms of opportunities and culture, is too small to be an independent unit of succession planning. Only collaboration between schools can offer the diversity of opportunities and resources required.

3. Conditions, needs and resources differ significantly from diocese to diocese. Dioceses, local authorities and groups of schools must take ownership of their approach to succession planning and tailor it to their needs. Understanding the local leadership supply and demand is a key part of this.

4. It is easier to retain capable, experienced leaders than recruit new ones. Efforts to hold onto valued, experienced leaders should be a priority in any succession strategy. Dioceses have a key role to play in the spiritual refreshment of experienced leaders of their schools.

5. Leadership capability only makes sense in relation to the jobs we expect leaders to do. It is important for dioceses, along with their governors and schools, to develop a view about the leadership requirements now and in the future before translating that into the skills and knowledge that will deliver success.

6. There are many different types of leadership role operating at different levels. People will have varied preferences and abilities in relation to these. The era of the single career track has passed.

7. The identification of people who can fill leadership positions now, or who have the potential to become effective leaders, particularly leaders of schools with a religious character, should be based on evidence and rigorous assessment. Gut-feeling can diminish clarity, lessen objectivity and harm diversity.

8. People learn to be leaders through a combination of formal training and on-the-job leadership formation and development. Structured and varied experience of actual leadership is crucial, especially for those heading for the most senior roles. Effective succession planning will include broad development opportunities, tailored to meet individual needs. It is important to take into account the fact that aspiring leaders both in community schools and schools with a religious character may realise their vocation in leading a school with a religious character.

9. As leadership development is a significant commitment, a high priority should be attached to a return on investment. Leadership development should be focused on roles with the greatest impact on schools and the people with the greatest potential to excel.

10. Leaders are not effective in isolation. Every institution has a leadership culture where individuals either flourish or stagnate. Leadership culture is a vital complement to succession planning and leadership development, and is built on values such as vocation, service, clarity, accountability, respect and initiative.

11. The sustained attention of senior leadership (both in schools and dioceses) will ensure that appropriate conditions for leadership formation are provided. These conditions include opportunities for leading, coaching and mentoring, and the provision of sufficient resources.

12. Succession planning is a broad endeavour; it involves the careful construction of a range of programmes and processes, including understanding needs, identifying talent, planning training, and changing culture and attitudes.

1.4 A strategy for succession planning for schools with a religious character

Based on the challenges raised above and drawing on extensive discussions with dioceses and other agencies working with schools with a religious character, the National College has developed a strategy of which the strategic aim, expected outcomes and key principles are set out below.

1.4.1 Strategic aim

- To secure a sufficient supply of high-quality leaders at all levels in schools with a religious character which results in:
  - an increase in the number, quality and diversity[3] of aspiring leaders in the sector
  - an increase in the retention and reinvigoration of current leaders
  - an overall improvement in the quality of school leadership of and therefore outcomes for children
  - increased strategic involvement of governors in succession planning and leadership development
  - a sustainable approach

1.4.2 Expected outcomes

The strategy is expected to demonstrate progress in areas shown in Table 1. Some of these should show progress by August 2011 (ie, the end of the 2010/11 academic year) with interim measures showing progress on a termly basis. Other areas will first require a baseline or an agreed process whereby to measure or judge progress.

---

3 The strategy does not include any specific actions in respect of diversity as there are already actions in place from existing and planned National College programmes and policies designed to increase school leadership diversity. It would be expected that these actions, along with the increased focus on school leadership in schools with a religious character (as a result of this strategy) would result in greater diversity. We would expect other mechanisms available to the National College to be used to measure the increase in the diversity of headteachers of schools with a religious character in respect of gender, ethnicity and disability.

Table 1: Measures of progress

Outcomes	Baseline in place	No baseline in place
Better recruitment measures		
1. A reduction in the number of schools with a religious character having to readvertise headteacher posts (by phase).	✓	
2. An increase in the average number of applicants for advertised headteacher vacancies in schools with a religious character (by phase).	✓	
Better retention and engagement of schools leaders in system leadership		
3. An increase in the number of headteachers from schools with a religious character involved in system leadership work (eg, working as professional partners; National Professional Qualification in Headship (NPQH) leadership development schools; leadership partner and training schools; leading training on, engaging with and supporting Targeted Support programmes; and supporting different models of leadership and partnership).		✓
Better joint local authority and diocesan working		
4. A judgement that links between local authorities and dioceses are increasingly effective in relation to succession planning and leadership development.		✓
Better information for those aspiring to develop their career in faith schools		
5. More comprehensive and accessible information for those interested in securing leadership positions in schools with a religious character, eg, key contacts, resources and development opportunities.		✓
6. An increase in the number of teachers who say that they aspire to be leaders in schools with a religious character (by phase).		✓
Better engagement by governors		
7. A judgement that more governing bodies of schools with a religious character engage strategically with succession planning (eg, having a lead governor on succession planning and leadership development, a succession planning and leadership development policy, or a regular review of succession planning and leadership development by governors).		✓
Better engagement by dioceses		
8. All dioceses engage with the National College with regard to succession planning, including regular exchange of relevant information and data with the National College about succession planning and leadership development.		✓
Better outcomes for children		
9. Inspection information, school intervention data and pupil attainment data show that the quality of education and pupil outcomes in schools with a religious character is improving.		✓

1.4.3 Principles

The following set of core principles underpins the strategy and its associated deliverables.

– **Scalability:** Wherever possible, the activities outlined in the strategy should be suitably scalable and flexible such that they are able to be devolved to schools.

– **National infrastructure:** Wherever possible, we should develop projects on a national basis, eg, creating and sharing resources, templates, and training materials to ensure consistency and good coverage as well as maximising value for money.

– **Developing capacity and building on existing expertise:** The strategy is intended to build on the good work already being undertaken by dioceses.

– **Working across faith groups:** Whilst there may be some activities pertinent only to one faith group, we should ensure that nothing is done as separate faith groups when there is value in working together.

– **Piloting:** Wherever possible, we should seek to pilot actions to ensure they are fit for purpose.

– **Quick wins:** In prioritising the strategy, we should ensure that there are some quick wins to assist in engagement with the work by key partners.

– **Communication strategy:** The strategy needs to be supported by an effective communication strategy to link with all dioceses, for example through the National College website.

– **Common purpose:** The strategy should be seen as supporting the school system as a whole and not just the faith school sector.

– **Links with local authorities:** It will be important to ensure that the strategy supports joint work with local authorities as strategic partners.

1.5 The deal

The essence of the strategy is a **deal** between the National College and dioceses and, together with those who aspire to leadership positions, those already in leadership positions and governing bodies of schools with a religious character. The deal is set out in terms of what each party commits to provide.

The National College will provide for dioceses:

– a wide range of materials to support succession planning (including a Framework for Action designed specifically for dioceses)

– regular updates about succession planning

– funding in 2010-11 to:

  • support regional groups of dioceses to engage with the strategy

  • enable groups of dioceses to offer aspiring leaders leadership formation opportunities

– an enhanced National College website with a specific section for schools with a religious character

– twice yearly qualitative and quantitative analyses on progress, drawing on the self-evaluation form (SEF) completed by dioceses (see section 3.2 for the format of the SEF and section 3.3 for guidance on its completion)

– specific advice and support about different leadership models and partnerships

– support from the National College's regional National Succession Consultants

– consultation within the National College to explore the provision of customised sector-specific training materials (such as the face-to-face NPQH module)

Dioceses will provide for the National College:

–   a completed SEF twice a year

–   up-to-date links to diocesan websites

–   a named contact from each diocese as the key link person with the National College

–   two named lead dioceses in each region (one Anglican and one Catholic)

–   a range of case studies reflecting the progress being made

What dioceses and the National College will provide for those aspiring to become leaders in schools with a religious character:

–   regional workshops for those interested in furthering their vocation/career in schools with a religious character

–   a menu of individual support for those who aspire to leadership in schools with a religious character

–   tailored events for those with NPQH who are close to achieving a headship position in a school with a religious character

–   an opportunity to develop a promotional leaflet encouraging aspiring leaders in community schools to consider a career move to the 'faith' sector

What dioceses and the National College will provide for experienced headteachers in schools with a religious character:

–   encouragement and opportunities to be engaged in supporting:

    •   dioceses in succession planning

    •   those who aspire to leadership in schools with a religious character

    •   a range of models of leadership

What dioceses and the National College will provide for governing bodies of schools with a religious character:

–   regular updates on succession planning that draw on national and regional information including information on key national programmes

–   supporting materials and examples of how governors can routinely engage in issues of leadership development and succession planning

–   supporting materials and examples of emerging models of leadership and school-to-school partnerships

–   up-to-date information about succession planning via the National College and individual diocesan websites

1.5.1 What this means for key groups

There are four key groups that the strategy is intended to support: governing bodies, aspiring senior leaders of schools with a religious character, dioceses (including diocesan links with local authorities) and existing headteachers. It is expected that existing headteachers will be involved in the strategy by working with their diocese, their governing bodies and aspiring leaders. For each of these three groups, then, we set out in Table 2 the key rationale, overall aims and means of measuring impact.

Table 2: Implications of the strategy for key groups

Group	Rationale	Overall aim	Measurement of impact
Governing bodies	Governors are a key group and while the National College has developed a range of generic governor training materials, there is still more to be done in order to reach each governing body. The current concern is that training, whether provided by local authorities or dioceses, tends to reach those who are already attuned with current issues (including succession planning) rather than those who are not.	Our overall aim is to encourage and facilitate all governing bodies of schools with a religious character to be strategically and routinely engaged with succession planning and leadership development.	Impact will be measured by a judgement that more governing bodies of schools with a religious character strategically engage with succession planning (eg, have a lead governor on succession planning and leadership development, a succession planning and leadership development policy, or a regular review of succession planning and leadership development by governors). This will be measured by the diocesan self-evaluation form (SEF).
Aspiring leaders of faith schools	The current high level of headteacher readvertisement for schools with a religious character is in part due to relatively few aspiring leaders considering such schools in their career plans. In order to ensure that these schools continue to have sufficient quality and quantity of talented, effective and appropriate leaders, there has to be a wider and more publicised set of opportunities for those who could aspire and lead schools with a religious character than currently is the case.	Our overall aim is to increase the number, quality and diversity of aspiring leaders for the faith school sector.	Impact will be measured in four ways: – a reduction in the number of schools with a religious character having to readvertise headteacher posts (by phase) – an increase in the average number of applicants for advertised headteacher vacancies in schools with a religious character (by phase) – better or more comprehensive information accessible for those interested in working in schools with a religious character, eg key contacts, resources and development opportunities – an increase in the number of teachers who say that they aspire to be leaders in schools with a religious character (by phase)
Dioceses	There is a mixed level of engagement by dioceses with regard to succession planning. To secure the supply of senior leaders in schools, it is vital that all dioceses are involved.	Our overall aim is to ensure that all dioceses engage with the National College with regard to succession planning in schools with a religious character and support the school's strategy, including regularly exchanging relevant information and data with the National College about succession planning and leadership development.	Impact will be measured in two ways: – a judgement based on the response and involvement of dioceses in the strategy – a summary of the feedback provided through the diocesan SEF (see section 3.2) which should provide a detailed picture of succession planning across the country in schools with a religious character

Section 2.
An overview of the Framework for Action

Section 2:
Overview of the Framework for Action

2.1 Why a distinctive framework for dioceses and providers of schools with a religious character and who it is for

Though there are many similarities between leading a community school and leading a school with a religious character, there are also significant differences. In particular, leadership of a faith school involves:

- explicitly binding together the functions of leadership with the insights and practice of faith
- providing witness to that faith on a daily basis

A key role for dioceses is working in partnership with local authorities, schools and governors to ensure the supply of excellent leaders to step up to the challenge of such leadership.

The framework takes as its starting point the distinctiveness of leadership in schools with a religious character and then explores how effective succession planning can be built and developed.

It is primarily aimed at dioceses, local authorities and other organisers of local solutions.

2.2 The framework and its relation to succession planning in general

The framework (see Fig 2 from the original Framework for Action, NCSL, 2007) is part of the National College's wider national programme to secure an adequate supply of talented and engaged leaders in our schools. As part of its work on succession planning, the National College provides materials, tools, support and relevant data. It also supports collaborative local action and offers examples of innovative practice in leadership succession based on the learning and experiences of schools, dioceses and local authorities.

A range of agencies and partners is actively involved in supporting leadership succession alongside the National College. This includes headteachers and governors, NSPRE, CES, dioceses, local authorities, the Specialist Schools and Academies Trust (SSAT), the Youth Sport Trust, leadership partner schools[4], professional associations and other national education bodies.

---

4 Leadership partner schools are schools with a designated specialism for leadership with additional resources for leadership development in their own and other schools.

Figure 2 Framework for Action

Five foundations

The five foundations provide a sound basis for effective local action and sustained results.

Effective succession planning is based on a clear understanding of needs:
- a thorough audit of current practice to understand the strategies and processes for succession planning already in place
- a stocktake of local conditions with regard to the supply and demand for leaders
- futures thinking to prepare for different possibilities as conditions change
- defining what local areas mean by leadership talent, based on schools' needs.

Your area will need the capacity to do the work and to ensure the widest possible engagement with succession planning. This requires:
- creating capacity in terms of leadership roles, working teams, resources and responsibilities
- defining an inclusive membership that addresses the interests of all stakeholders
- determining principles and aspirations
- establishing a sense of purpose and mutual commitment.

It is important to ensure that you succeed in your aims and identify what you could do better in the next cycle of succession planning. This involves:
- revising your approach through evaluation against agreed measures of success
- recognising success and eveloping more ambitious plans.

Local strategy will:
- describe the long-term vision and immediate priorities
- bring alignment with other initiatives and activities
- offer a plan of communication and engagement with all relevant stakeholders
- be based on a change model for implementing the changes required by succession planning.

The right cultures for leadership inside and across schools ensure sustainable succession with:
- appropriate attention and role modelling from current senior leaders
- a sense of empowerment and authority for aspiring leaders
- feedback and guidance during development
- accountability and follow-through.

Circle diagram labels: Diagnosing needs; Building local capacity and collaboration; Creating positive cultures; Developing strategy; Reviewing and revising. Inner ring: Managing and supporting careers; Retaining talented leaders; Attracting talented leaders; Identifying talented leaders; Developing leaders; Accelerating progression; Recruiting and inducting leaders. Centre: A system that ensures enough high calibre leaders to lead our schools into the future.

Seven local actions

Practical succession planning approaches to retain and recruit capable leaders.

The most effective talent management is proactive in shaping career progression. This involves:
- supporting people through moves and transitions
- encouraging people into particular roles
- promoting swift progression
- taking account of people's aspirations and ambitions (through dialogue and honest feedback)
- careers managed across a group of schools to create maximum opportunity.

Retention is rarely just about pay, it is more often about:
- creating satisfying environments
- the right balance of autonomy, feedback and progression
- the chance to make a difference to pupils and community
- working with talented colleagues
- renewal through new challenges, variety and change.

Internal talent management and external recruitment should be carefully aligned, using similar processes for defining leadership requirements and referring to the same 'employer brand.'

Effective recruitment reduces the volume of re-advertising required. Effective induction aids retention by creating a firm base for sustained careers.

Attraction is best managed by working together to create and communicate an employer reputation or brand, which is a compelling statement of your values and what you offer staff. Remember that leadership, ethos and development are among the main factors professionals look for in their places of employment. There are few places which don't have influence over these.

It is unlikely that sufficient quantities of candidates will be available to fill all senior leadership vacancies without speeding up the pace of development. This will require:
- consensus on the sometimes contentious principles involved
- clarity about what high potential looks like
- an integrated and specialised set of development activities in order to fast track those with the greatest potential.

The heart of talent management lies in spotting leadership potential and connecting it with the key leadership roles. Formal and objective assessment (often using feedback and diagnostics) can indicate readiness to move in the short term as well as long-term potential. These assessments are conducted against defined leadership requirements. Best practice here includes open feedback, clear documentation and well-planned progression.

Succession planning should invest in developing talented leaders via a broad and coherent portfolio of development opportunities shared across schools. It will combine:
- on-the-job learning
- coaching and mentoring
- stepping up opportunities
- more formal training
- opportunity for reflection

Activities should be vigorously assessed for effectiveness and resources diverted to high-impact interventions.

2.3 Components of the Framework for Action

The Framework for Action consists of two key components: five foundations for success (section 2.4) and seven local actions (section 2.5). These are summarised below. In addition there is a set of resources (see section 3) to support the use of the framework.

2.3.1 Summary: five foundations for success

The five foundations for success provide a sound basis for effective local action and sustained results.

- **Building capacity and collaboration:** This means being clear about who is responsible, who will do the work and who needs to be involved (section 2.4.1).

- **Creating positive cultures:** Leaders need cultures that inspire and engage them. This section outlines what it takes to create a place where leaders can lead (section 2.4.2).

- **Diagnosing needs:** Different areas can have very different needs, and require different resources to deal with them. This section helps you assess how effective you are now and what demands you may face (section 2.4.3). See also section 3.11 for a suggested school leadership succession policy based on these leadership characteristics. A further example of a school leadership succession policy for governors is provided in section 3.12.

- **Developing a local strategy:** This looks at how to pull evidence together into a plan of action and the development of a vision, and also communications and managing change (section 2.4). See also sections 3.13.1 and 3.13.2 for examples of diocesan succession planning strategies.

- **Reviewing and revising:** This looks at approaches to measuring impact, celebrating success and developing more ambitious plans (section 2.4.5).

2.3.2: Summary: seven local actions

The seven local actions ensure a comprehensive and integrated approach to securing the supply of talented leaders.

- **Retaining talented leaders:** Retaining the talent you have is a quick and high-impact solution to potential shortages (section 2.5.1).

- **Attracting talented leaders:** This looks at how to create a place where leaders want to come and want to remain (section 2.5.2).

- **Identifying talented leaders:** This examines the use of tools to assess leadership talent and the potential to focus resources and development where they are most effective (section 2.5.3).

- **Recruiting and inducting leaders:** Effective recruitment techniques ensure good-quality appointments and reduce the need for readvertising (section 2.5.4).

- **Developing leaders** – developing an integrated portfolio of activities to build leadership capacity at all levels in your area (section 2.5.5).

- **Accelerating progression:** This looks at how you can speed up the rate of development and career progression for those with the highest potential (section 2.5.6).

- **Managing and supporting careers:** You will need to establish a proactive approach to managing and supporting the careers of leaders (section 2.5.7).

2.4 The five foundations for success

Although there are many practical approaches to succession planning, they will be less effective without firm foundations. This means diocesan wide-resources, cross-school collaboration, cultures that value leadership, hard evidence and a clear strategy, as well as regular review.

2.4.1 Building capacity and collaboration

Building capacity

One school is unlikely to be sufficiently large to be an effective unit of succession planning alone. There is not enough opportunity to develop leadership capacity effectively. Equally, national initiatives by themselves cannot create the energy needed nor adapt to local circumstances. Action is required at a local level with groups of schools, dioceses, local authorities and other agencies working together to plan their leadership needs and take action to meet them.

This means we need capacity in the local area to guide and co-ordinate efforts. One of the key foundations for succession planning is building this capacity if it does not exist or mobilising it if it does. Dioceses have a key role to play with governors, and current and aspiring school leaders.

See section 3.4 for a capacity checklist.

Taking a collaborative approach

Leadership succession needs to take place across and between schools. As well as providing shared expertise and mutual support, this is a critical way to offer leaders the development and experience they need. One school is highly unlikely to be able to offer sufficient opportunities for promotion. Working together means that talent is not lost to the area, only redistributed.

As well as establishing each individual school's approach to leadership succession, it is worth investing time in building an effective collaboration. Experience suggests that partnerships require investment and management. It is rare that effective collaboration between organisations occurs naturally.

Some schools are sceptical about collaboration because they cannot see direct benefits from the significant investment required. It should be possible to make the case that succession planning cannot succeed at the level of the individual school alone. More talented staff can be attracted, engaged and developed by working together.

Successful collaborations come in many different forms, depending on the context and the nature of the participants. There is no single correct formula. A small diocese could form a single succession planning collaborative. In contrast, a larger diocese could have groups based on parishes, deaneries, phases or other distinctions. Similarly, regional groups of dioceses can also work effectively together.

It makes sense to utilise existing collaborations and networks where they already exist. They will have established working routines and a sense of trust.

Some common themes underpin strong collaborations. These include:

- sufficient scale to provide enough leadership opportunities
- a common underlying ethos or rationale, such as a faith
- a common employer, such as the local authority or diocese
- a real geographical community with a shared labour market
- a shared sense of urgency and priority

2.4.2 Creating positive cultures

Creating a positive culture for leadership, where leadership language, discussion and development are valued, helps to attract and retain the most talented staff. A significant part of building leadership cultures takes place inside the individual school but mutual support across the diocese will also help.

The capabilities and skills of the individual are only one part of what enables a leader to make an effective contribution. There are particular environments that encourage people to lead and maximise their capabilities. There are others where even talented staff withdraw into their individual territories.

Positive leadership cultures have two connected impacts; they:

- create more leaders
- help leaders to be effective

A range of factors underpins a leadership culture; many of these are the intangible results of the attitudes, behaviours and relationships of senior leaders. Schools investing in succession planning in a local collaboration should invest in developing their own leadership cultures to maximise the benefit of the leadership talent they will be creating. Dioceses can reinforce this culture and extend it beyond individual schools to characterise the area as a whole. Given the nature of the succession challenge, an approach that welcomes diverse leaders and celebrates the impact of effective practice is crucial.

See section 3.5 on dimensions of leadership culture.

2.4.3 Diagnosing needs

The cycle of seven local actions introduced in section 2.5 depends on work targeted to address leadership needs in schools across the diocese. Each diocese or regional group of dioceses will want to establish baseline data to inform which actions are needed or which need to be prioritised to support the seven local actions.

What sort of challenges do we face?

Unless you know how many leaders you need and how many you have, and what their plans are, it is hard to know if you have a succession planning problem, or what to do about it if you do. Before considering what you should do, it is helpful to look at leadership issues (for example, aspirations, supply and demand, and quality) in general in your diocese. This will help you evaluate:

- the urgency of the issues
- the scale you should operate on (ie, a minor addition to your strategy or a major shift in policy)
- what would really engage people

You need data. The National College has shared data with local authorities on NPQH graduates and current trainee headteachers (ie, teachers on the NPQH programme). Local authorities have worked hard to establish data on recruitment and staffing. Partnerships with local authorities could therefore contribute to a shared understanding of locally available data. The purpose of this data is to stimulate discussion and support more detailed diagnoses that will guide local succession planning.

Key questions at this stage could include:

Long term
- Why does leadership matter for our schools? What is its link with school improvement?
- Do we have a shared view about what effective leadership looks like?
- Who will be our leaders in the future?
- How will our approach help future leaders to be effective?

Short term
- What is our most urgent priority in ensuring sufficient numbers of effective leaders?
- What's the most important thing to get right?
- What will look different in a term's time? What will look different in a year's time?
- What's in it for schools to participate? What's in it for future leaders?

Strategic-level questions
- Is it a question of quantity or quality?
- Is it a severe or a minor problem?
- Is it an urgent or long-term problem (or both)?
- What are the supply and demand issues?
- How effective are we at succession planning?

The answers to these questions are likely to be different for each diocese, because each will face different conditions. The underpinning values may be essentially similar, but these will be realised in the face of very different challenges.

There is also a set of questions for dioceses around supply and demand of leaders in order to generate the data on which to base your local strategy. Some of these questions are appropriate for dioceses only and some will be more suited across a regional group of dioceses, recognising that the supply chain may include staff who are currently in community schools. The key questions include the following:

Workforce characteristics and requirements

1. How many headteacher, senior and middle leader positions do we have in our area?

2. How many teachers do we have in our area?

3. How do we anticipate this changing over the next five years in response to forecast changes in pupil numbers?

4. What percentage of our teaching workforce is aged over 50 and over 55?

5. What proportion of headship, senior and middle leadership roles are occupied by people from a Black or minority ethnic background?

6. What are the overall changes in the working population forecast over the next five years?

7. How many of our teachers (including newly qualified teachers, middle leaders and senior leaders) aspire to headship? If this is low, what are the reasons for this?

8. What is the net inflow/outflow of staff in relation to the area as a whole?

9. How many NPQH graduates are in the area and how many people are currently enrolled on NPQH?

10. How many local NPQH graduates become headteachers?

Recruitment

11. How many headship and senior leadership vacancies had to be readvertised last year?

12. What is the average number of applications per advertised vacancy for headship and/or senior leadership roles?

13. Do we routinely attract candidates from community schools for our leadership positions? Are our schools sufficiently attractive to such candidates?

14. On average, what proportion of people requesting an application pack submit an application?

15. How many unplanned acting headships are there?

See section 3.6 for a leadership profile and succession planning survey, which is an example of how the Archdiocese of Birmingham Diocesan Schools Commission works with its schools across 13 local authorities to establish forecasts and analysis of supply and demand.

What should we do with this data analysis?

The analysis generated from the questions above should give you a sense of:

- the **urgency** of the problem. For example:
  - Do you need to take urgent measures immediately or can you develop a more measured strategy?
  - In what year will the succession challenge peak?

- the **scale** of the problem. For example:
  - How many positions are we talking about?
  - What is the likely shortfall between demand and supply?
  - How much effort (eg, recruitment programmes, development programmes, etc) will be needed?

- the **depth** of the problem. For example:
  - Do people want to become leaders here?
  - What is discouraging them and how difficult would it be to change that?
  - What do we have to offer leaders that they want?

The data analysis and answers to your questions should enable you to inform the vision for your strategy for succession planning (see also section 2.4.4 on developing a local strategy).

How effective are our current practices?

A starting point for assessing your current practices is the short questionnaire based on the five foundations in section 3.7.

Information obtained from surveys, collaboration with and intelligence from local authorities and your own self-evaluation should also be used to inform and develop a local strategy.

School systems will have to acknowledge and create conditions that distribute school leadership far beyond the headteacher's office for the entire culture of the school... And they will need to concentrate on the leadership skills and qualities that will sustain leaders into the future rather than merely help them manage and survive in the present. Successful leadership is sustainable leadership; nothing simpler, nothing less.

Fink & Hargreaves, 2003

What might the future hold?

Once you understand the state of succession planning in your diocese, and the relevant demographics and perceptions about aspiring to leadership (both positive and negative), you will want to consider possible future trends and needs.

One of the challenges of developing future leaders is that you are preparing them to lead organisations that could be very different from today's institutions. Their accountabilities, the challenges they face and the expectations placed upon them, the resources available to them and consequently the characteristics that will lead to success will all evolve. One of the great dangers of succession planning is developing leaders for today's needs rather than tomorrow's challenges.

The following list suggests the kind of issues that you should raise in order to come to a view about:

- the changing expectations of schools, eg, inclusion, community cohesion and engagement, new curriculum demands, increased sustainability, extended services

- the changing expectations, resources and aspirations of surrounding communities, eg, greater communication, customer service, changing population profile

- the changing expectations of the workforce itself, what they want from a career and how they wish to be led, eg, portfolio careers, second careers

- statutory and regulatory changes leading to changes in leadership roles and accountabilities, eg, safeguarding

- changes to, and trends in, organisational design and structure, eg, collaborations, federations, trust schools, new models of leadership

Questions to ask yourself at this stage might include:

- What are the three or four most likely and powerful trends?
- What would they be like in combination (eg, larger, federated schools combined with greater social demands for communication and dialogue)?
- What are the implications for leadership and what characteristics will someone need to survive and thrive under that combination?

New models of headship will definitely have an impact. A number of different approaches is emerging, and these matter not only because they need different talents, but because they alter the balance of supply and demand. In some cases, they reduce the number of leaders needed; in others they make the roles attractive to a wider range of candidates by promoting more diverse working conditions and challenges.

You may, for example, want to consider the impact and the desirability of:

- executive principals leading a federation or large campus
- school business managers in non-teaching roles covering the operational and business elements of schools
- consultant leaders and non-line management roles such as advanced skills teachers (ASTs)
- joint and job-share leadership roles

What about the characteristics of effective leadership in the future?

You could look for one or two of the characteristics that might be required in the future or begin development programmes focused on these future characteristics. To mitigate risk, you could also include, as essential characteristics of effective leaders, adaptability and a willingness to learn.

It would also be valuable to create opportunities for talented potential leaders to engage in thinking about the future or even to hand over the whole process of considering future leadership needs to those with the greatest stake in the future.

Governors also need to be encouraged to consider the changing nature of school leadership.

See section 3.8 for a PowerPoint presentation entitled Way Forward?, which was presented to governors considering federation models by the Archdiocese of Birmingham Diocesan Schools Commission.

What are our leadership requirements?

This is a key issue for dioceses. A critical first step for all dioceses is to set out a vision of leadership and the associated leadership requirements. While there will be many common values, there are likely to be different emphases from diocese to diocese and across different faith groups.

It is highly likely that a key element of that vision will be about how leaders of church schools model leadership inspired by the image of Christ and how they model Gospel values and the teachings of the Church which unite society by promoting a citizenship rooted in a commitment to social justice and the common good. It is also highly likely that the vision of leadership will promote an ethos which is evident in outward signs and experienced by all who come into contact with the school, and that the understanding of spiritual leadership will underpin all other leadership characteristics.

Is there a particular leadership approach?

There is no single, generic definition of leadership. The sorts of leadership a group of schools needs may vary considerably. The nature of leadership needed varies over time and at different stages of the school improvement journey. A central proposition of good succession planning is that it is rooted in an understanding of what you are trying to achieve as a school and as a diocese:

– Leadership roles exist to deliver outcomes for their schools.

– Outcomes differ depending on goals and the environment faced.

– Different outcomes suggest different accountabilities and success criteria.

– Different roles and success criteria demand different characteristics for success.

A useful exercise for governors is an annual stocktake, looking at their aspirations for the future and the important changes going on around them. From here, the governors can plan ahead to consider the roles needed to bring about the desired changes and the leadership values, skills, knowledge and characteristics that will be needed in these roles.

See section 3.9 for questions for governors on leadership requirements.

Expressing and describing leadership characteristics

Aside from planning career moves and organisational design, the main point of defining leadership roles is to help translate role demands into criteria for success. Given a particular set of accountabilities and expectations, what would enable the role holder to thrive and meet expectations?

Effective school leaders need to have hope, enthusiasm and energy... and combine a strong sense of moral purpose, an understanding of the dynamics of change, great emotional intelligence as they build relationships, a commitment to new knowledge development and sharing, and a capacity for coherence-making.

Fullan, 2003

Leaders in schools with a religious character will work to promote distinctive education of high quality within the system, consistent with the faith, practice and values of the Church. They will work with others to ensure that every child matters within God's Kingdom.

Diocese of Chelmsford, 2009

Different people have different views on how leadership works and you will wish to take your own approach to selecting characteristics to develop further. There are two main principles:

– Success in leadership positions depends on a range of characteristics, from skills and knowledge through values and self image to habits and motives.

– Success in schools cannot be divorced from context – the culture of the school, the capacity of fellow leaders and the strategy itself will either maximise or constrain otherwise effective characteristics and imply different characteristics for success.

Church school headteachers are spiritual and academic leaders of the school. Excellence in headship requires visionary, inspired leadership and management centred on the school as a worshipping community, where educational and academic excellence for all pupils is pursued in a Christian context.

Church Schools Review Group, chaired by Lord Dearing, 2001

We refer to the full range of leadership qualities as characteristics. It is often helpful to create a list or model of possible characteristics from which you can select to add to role descriptions. Many such lists exist already, both for schools and for leadership positions more generally.

To assist dioceses that do not have ready access to such models, we provide a generic list of possible leadership characteristics, underpinned by spiritual leadership. See section 3.10 for a leadership characteristics framework.

It would be useful for dioceses to consider how the leadership characteristic relating to community engagement can be contextualised for schools with a religious character. What other characteristics might you want to add, delete or modify? See also section 3.11 for a suggested school leadership succession policy based on these leadership characteristics. A further example of a school leadership succession policy for governors is provided in section 3.12.

2.4.4 Developing a local strategy

A diocese should have an agreed and explicit strategy for succession planning. Often captured as a formal document, this lists basic principles, selected measures of success and early priorities for action with associated action plans. Behind all of this is a simple and urgent question: how do we secure enough leaders in post when we need them, with the skills and confidence to do the job well?

Dioceses can have many different sorts of goals for succession planning and it is wise to be explicit about them from the start, together with the underpinning principles (see section 1.3).

Possible goals include:

–   Have a clear understanding of supply and demand for leaders.

–   Take steps to actively retain talented leaders.

–   Offer shared training and development by working with other dioceses and local authorities, reaping economies of scale.

–   Share insight, expertise and learning.

–   Accelerate the development of people with significant potential for senior roles.

–   Create a common leadership culture and talent pool to lead schools with a religious character and to support the mission of the Church.

–   Deepen existing collaborative bonds.

Succession planning

Your strategy might set out:

–   the value of leadership especially the distinctiveness of leadership in a school with a religious character

–   what things should look like in our diocese in three to five years' time

–   an analysis of the key issues a succession strategy should address:

   •   demand for different types of leadership role

   •   supply of leaders in different demographic context (eg, urban/rural, small/large schools)

   •   diversity in the workforce as a whole and leadership specifically

   •   the attractiveness of the area and its schools to leaders

   •   the impact of future trends on supply and demand

- an analysis of the current effectiveness of schools in the diocese in addressing these issues:
  - the foundations of succession planning:
    - effective collaboration
    - positive cultures for leadership
  - retaining leaders in current post
  - attracting leaders to the area
  - identifying talent effectively:
    - in post
    - during recruitment
  - developing leadership skills and capabilities
  - managing leadership careers
- priorities for action:
  - the foundations of collaboration and culture
  - short term (next term)
  - medium term (next year)
  - long term (three to five years)
- how success will be measured for each priority

See section 3.13 for examples of strategies for succession planning from the Chelmsford and Westminster dioceses. These examples are works in progress.

Communication

An effective approach to succession planning requires the active engagement of many different partners. These would normally include headteachers, aspiring leaders, NPQH graduates, governor groups, the local authority, leadership partner schools and local providers of CPD and teacher training. Local areas may consider various national bodies as partners. Since succession planning requires an integrated approach for a local area, planned communication is vital.

2.4.5 Reviewing and revising

Evaluating action and celebrating success

An important step in succession planning is to measure impact. The primary reason for promoting leadership is because effective leadership is essential to improving outcomes for children and young people. We need to know whether the plan has worked and how it can be improved. Succession plans will be sustained over a period of many years, so an annual or termly cycle of review and improvement can reap real dividends.

The measures should be determined in advance and some baseline indicators put in place.

What is appropriate here will depend on the stated goals of the local area but possible measures include:

- a lower number of unfilled or readvertised senior leader and headship vacancies
- an increasing proportion of leadership posts in the local area filled by people from the local area, although this should not be 100 per cent
- reduced staff turnover rates in comparison with schools in similar circumstances

- improved Ofsted inspection findings for leadership and management

- reduced within-school variation in results between subjects or departments

- formal staff feedback and commentary, eg, level of aspiration, confidence in current role, appreciation of development opportunities

- greater return on investment from training and development and better results from the same or fewer resources

- shortened career path from entering the profession to reaching senior leadership and headship

Section 3.15 provides an example of measurable outcomes from a local authority.

Refreshing your strategy

The results of your evaluation may indicate areas for improvement as well as areas of success. There are several ways in which you can pursue an enhanced succession planning strategy once you are confident about the success and sustainability of your existing one.

Suggestions include the following:

- Expand the collaboration to include other schools in a wider range of circumstances.

- Expand the collaboration across other diocesan boundaries.

- Expand the leadership development opportunities offered to existing headteachers such that they play lead roles in planning and delivery.

- Expand the scope into more general professional development and effectiveness, creating opportunities for teachers and the wider workforce.

- Develop seamless integration between succession planning and performance management, so that the two processes work in tandem.

- Involve a wider range of stakeholders in the planning process.

- Become more radical in reshaping and remodelling leadership roles.

- Investigate the potential for extending distributed leadership within schools in the area.

- Seek formal accreditation and verification for development activities.

- Widen the pool you consider as potential leaders to include people with a different range of backgrounds and skills.

- Devolve more responsibility for specifying, planning and delivering succession planning to groups of schools themselves, thus creating communities of practice and reflection around leadership.

Finally, it is important to celebrate successes. Public acknowledgement provides motivation and momentum to the aspects of succession planning that dioceses and schools most value and provide a valuable springboard to promote new developments. Integration with the work, communications and life of the parish community reinforces the values placed on leadership and the celebration of effective leadership and its development.

2.5 Seven local actions

As the foundations are put in place and strengthened, you can take practical local action in the diocese. The foundations for success outlined above provide a platform for the practical local actions required to ensure effective succession planning.

Succession planning consists of seven tightly connected activities, repeated on a continuing cycle. These seven local actions broadly reflect the lifecycle of a leadership career, ensuring a comprehensive and integrated approach to securing a sufficient pipeline of talented leaders:

1. **Retaining talented leaders:** Keep experienced[5] and talented leaders through renewal and incentives. Retaining the talent you have is a quick and high-impact solution to potential shortages.

2. **Attracting talented leaders:** Create a school and diocese where potential leaders want to come and want to stay.

3. **Identifying talented leaders:** Agree what we mean by talented leadership and use tools to assess leadership talent and potential in order to focus resources and development where they are most effective.

4. **Recruiting and inducting leaders:** Recruitment from within and beyond your area ensures good-quality appointments and minimises the need to readvertise

5. **Developing leaders:** Developing an integrated and wide portfolio of activities to build leadership capacity at all levels in your area.

6. **Accelerating progression:** Speed up the rate of development and career progression for those with the highest potential in order to make people wise beyond their years.

7. **Managing and supporting careers:** Support schools in establishing a proactive approach to managing and supporting the careers of leaders and help people become self-directed learners.

2.5.1 Retaining talented leaders

In addition to your efforts to spot new leaders, it makes sense to keep the ones you already have. This will help maximise the impact of the other six local actions.

Retention strategies are the steps a group of schools takes to hold onto talented leaders. They are described in detail in the National College publication *Retaining School Leaders* (Hartle et al, 2010). This section summarises that guide.

Spotting and developing talented leaders is not an effective use of resources if they don't stay long enough to make a difference. Improving the retention of headteachers and other senior leaders is a rapid and effective solution to succession issues because it has an immediate rather than future impact. As well as improving the flow into the leadership pipeline, we must also reduce the flow out.

Retention is not just about numbers however. Losing too many leaders from a school or across a diocese creates unnecessary expense and effort in replacing staff, as well as the fact that departing staff take experience and knowledge with them that can be hard to replace. The departure of a valued leader can unsettle his or her team and disrupt crucial initiatives.

---

5 It is important to note that the term 'experience' as used throughout this document does not equate simply with length of service or age since experience can be gained more or less rapidly. The fit of an individual's skills and characteristics with the needs of the job is the key criterion.

It is worth being clear about what retention is not, however. It is not an all-out effort to keep all staff permanently in their current institution whatever their performance and whatever the cost. Good retention strategies are highly focused and considered in terms of cost and benefit:

– Who do we want to keep the most?

– What will most effectively encourage them to stay?

This focus requires clarity about what effective performance looks like and who is providing it. It requires clarity about what it feels like to work in our diocese and where dissatisfaction might lie.

Some staff we want to move on, and about some we are ambivalent. For others, however talented, the cost of keeping them is too much for the return expected. Even for talented staff, it is right and appropriate that they should move around institutions to broaden their experience and perspectives. We need to consider that talent is a system-level resource.

Pay can be one part of a retention strategy, but it is rarely the most important driver behind a decision to leave. In the context of a school with a religious character, the concept of vocation is central. We explore below what people tend to look for in their jobs. A common theme is that it is more about working conditions than tangible rewards. The benefit of focusing on the quality of work is that not only do you retain staff, but you raise the morale and engagement of all those who work in your institution. Experienced headteachers as spiritual leaders need to be refreshed and renewed. The chance to make a difference in the company of talented colleagues is perhaps the ultimate retention tool.

It may be worth asking yourself and your colleagues the following questions:

– Do we know who our most effective leaders are?

– Do we know why people leave our schools?

– What is our level of **unwanted** turnover? Are there simple improvements which could reduce this figure?

– Do we know which of our headteachers are involved in external system leadership work that adds to their leadership role, creating further satisfaction? Roles might include:
  • school improvement partner (SIP)
  • national leader of education (NLE)
  • local leader of education (LLE)
  • leadership partner school
  • professional partner
  • NPQH leadership development school
  • involvement in initial teacher training
  • National College programme facilitator or tutor
  • diocesan leadership development tutor

– How do we as a diocese support and encourage system leadership roles?

– How clear are we about the aspirations and experiences of our most experienced headteachers?

– Do we have any dedicated support and development to meet the needs of the most experienced headteachers?

– How much contact is there between inexperienced and highly experienced leaders?

It is occasionally possible to keep someone in body but not in spirit, to trap someone with tangible rewards after their commitment to and excitement in a role has eroded. This is seldom an effective long-term strategy. Retention should be about keeping talented and engaged leaders. It needs to interact honestly with people's career aspirations and should be negotiated with them. At the very least, it is encouraging to know that your school cares about your retention.

2.5.2 Attracting talented leaders

Effective recruitment and retention are built on a solid leadership offer. Why would people want to lead in our schools?

Research suggests that schools find the challenge of attracting talented candidates to be one of the most difficult aspects of appointing leaders. The number of good-quality applications received can vary considerably according to region and the type of school. Effective attraction strategies bring together a range of techniques combining expertise in human resources with marketing skills.

The National College's guide to promoting your local area, *Turning heads: taking a marketing approach to leadership recruitment* (NCSL, 2006a) explores the challenge of attracting potential candidates to headship roles. In addition, you need to consider what your diocese offers potential leaders in terms of induction, ongoing professional development and opportunities for spiritual refreshment.

The guide:

- details the dynamics of the headship recruitment market so you can benchmark local performance
- looks at the headship role from a marketing perspective, considering how to make headship more attractive
- breaks down the key stages of recruitment marketing with the aim of making recruiting a selling rather than a buying activity
- explores long-term recruitment marketing strategies by building strong employer reputations to attract candidates

These activities work best within the wider succession planning process. Schools and dioceses have a brand or reputation that makes them more or less attractive to leaders. Some components of this reputation, like social factors, house prices and crime rates are outside a local area's control but others can be influenced.

One way of thinking about your brand or reputation is to consider it a compelling statement of what you stand for – your values and vision in action. What would someone get from working with you that they wouldn't get somewhere else? How far are you prepared to go to attract talented staff with the benefits available? Benefits in a school with a religious character will include:

- opportunities for spiritual reflection
- support for pre-Ofsted inspection
- structures that encourage system leadership in the wider interests of other schools with a religious character
- strong links and support from local parishes
- fellowship and support from other school leaders who share your faith
- prayer support within a diocese
- opportunities to be distinctively and overtly Christian in your educational practice

2.5.3 Identifying talented leaders

Investing in leadership development is a bet on the future. Rigorous processes in the assessment of potential and training needs ensure that opportunities are fairly allocated and that resources are wisely deployed.

Through you, as through a clear window on a sunny day, students must come to see and know the richness and joy of a life lived in accordance with Christ's teaching, in response to his challenging demands. To teach means not only to impart what we know, but also to reveal who we are by living what we believe. It is this latter lesson which tends to last the longest.

Pope John Paul II, 1984

Identifying talented leaders is not something that should be left to chance. At the heart of any succession planning process is the identification of talent: spotting people who already are or have the potential to become effective leaders. This falls into two major components:

- identifying internal talent, which is the main focus of this section

- recruiting and selecting external talent

Both approaches should be used together to blend experience and progression with fresh thinking. It is important to remember also that there may be aspiring leaders in community schools who would welcome the opportunity to lead in a school with a religious character. Effective partnerships with local authorities will enable this to be followed up through their programmes for aspiring leaders. The balance between internal and external talent identification will depend on your assessment of the number of potential leaders and the likelihood of their staying, although it would not be healthy to have no external recruitment at all. For that reason, internal talent identification, followed by some kind of aggregate assessment usually comes first. The National College has produced a publication in partnership with the West Midlands Government Office Region entitled *Thinking about promotion: what about a leadership position in a faith school*? (National College, 2009). An online debate linked to this publication resulted in one of the largest web discussions hosted by the National College, with wide-ranging support for and interest in the topic.

Talent identification: some principles

There are a number of principles to be considered in effective talent identification. It should:

- be based on pre-defined criteria, chosen as essential to performance in the role(s)

- use evidence and assessment

- involve face-to-face discussion, preferably as part of or integrated with performance management

- result in honest feedback and a confirmed development plan

- adhere to equal opportunities principles including the use of objectively assessed, fairly applied, job-relevant criteria

Of these principles, it is the use of evidence and assessment that most often requires strengthening in organisations.

The outputs of talent identification should be:

–   an assessment of performance in the leader's current role

–   an assessment of the leader's readiness for his or her next role, both safe and risky moves

–   an assessment of the leader's overall potential against senior roles or the level they aspire to

The latter two outputs should cover timing, development required and risks.

Clearly, there is a need for an open discussion with individuals about their career aspirations. Your own view of where they should go next and how far they might travel are only one part of the picture; their own ambitions, plans and external commitments are crucial too.

The outputs of talent identification should be compared with those of the whole population of leaders in order to:

–   calibrate judgements

–   form an aggregate view of schools' leadership strengths and development needs

–   indicate requirements for external recruitment

–   identify a pool of talented leaders with potential for senior roles and plan further support and retention strategies

A leadership framework helps you plot characteristics needed across a whole potential career path, looking at moves one or more steps ahead. An example is provided in section 3.10 in the leadership characteristics framework.

The evidence collected to provide a basis for assessment is crucial. There are several possible techniques, but all should be integrated with performance management:

–   line-manager judgement backed by discussion and calibration with other leaders

–   informal feedback from peers and people who report directly to the leader

–   formal feedback, both qualitative and quantitative, from peers and people who report directly to the leader

–   formal assessment centres and on-the-job observation

2.5.4 Recruiting and inducting leaders

Effective recruitment ensures governors make good appointment decisions, helps widen representation and reduces costly readvertisement.

It is good practice to supplement internal career progression with external recruits, and in many areas this may be essential. Many of the same processes used in internal succession planning apply to recruitment and selection:

–   Why they would want to work in your school or diocese applies even more strongly.

–   There is a need for role clarity and selection criteria based on characteristics.

–   The assessment process must be rigorous and objective, although feedback tools are rarely appropriate during formal recruitment.

–   A development plan should be based on the assessment and implemented immediately after.

The key differences rest in the greater degree of uncertainty, the reduced reliability of data available and the increased formality. All of these approaches will help governors make a good decision when appointing a new headteacher for example.

The National College publication, *Recruiting headteachers and senior leaders: seven steps to success* (NCSL, 2006b) provides guidance on the seven stages of effective recruitment:

–   preparation: getting ready to run an effective recruitment process

–   definition: understanding and describing your ideal candidate

–   attraction: getting the right people to apply

–   selection: choosing the best candidate

–   appointment: securing your chosen candidate

–   induction: giving your new candidate the best start

–   evaluation: learning from the experience

Most of these can be easily matched to the relevant parts of the succession planning process. The emphasis on preparation is new, particularly if you are recruiting to a headship role and need to prepare the governing body. Attraction demands a whole range of communication strategies that are usually not necessary during succession planning, while induction has an element of familiarisation with the new school and diocese, together with its stakeholders. For example, is there a publication available in each school that introduces the work of the diocese to each member of staff who is appointed?

Encouraging diversity

Of course, as a matter of legal requirement, recruitment practices must not involve any unfair discrimination. Ensuring basic compliance with legal requirements, however, is not the same as adopting a positive approach to diversity.

To attract leaders from the widest possible pool of talent, headship must be seen as an attractive option by all potential candidates, whatever their personal profile, including potential leaders who currently may be in community schools for a variety of reasons. A recruitment culture that overlooks potential candidate pools is missing out on available talent.

Data for school leadership appointments shows some interesting trends with regard to gender. A recent TSL Education Data Surveys report[6] shows that, in 2008-09, primary and special schools both appointed substantially more women than men as their head teachers. However, although women are appointed to the majority of primary headships, they are still under-represented in respect of their overall percentage of the workforce. The percentage of women appointed to headships in the secondary sector was nearly 44%. This represents a significant increase both on last year's figure (31%) and on the average for the past five years (37%).

Evidence also demonstrates that the appointment of headteachers from Black and minority ethnic backgrounds accounts for a tiny proportion of all appointments made. A positive approach to valuing diversity is critical to the recruitment process and helps balance unconscious stereotyping of roles, especially by gender.

At the role design stage (before a post is advertised), consideration of different models of headship – and the way in which the role is described – may have an impact on the types of candidates that are attracted to the post.

6 15th Annual Report; The State of the Labour Market for Senior Staff in Schools in England and Wales, Howson J, Education Data Surveys, September 2009.

At the attraction stage, schools must present themselves as serious about attracting candidates from diverse backgrounds in order to appeal to the widest possible audience.

That means more than adding an equal opportunities statement to the bottom of an advertisement. The imagery and language of adverts and wider job marketing materials should reflect a school's diversity, as should its web presence or any other school materials to which candidates may have access.

2.5.5 Developing leaders

Increasing the capability of existing and aspiring leaders is essential for ensuring quality as well as quantity. This is best performed through combining on-the-job development with formal training.

The responsibilities for ensuring that a school with a religious character is faithful to its mission are shared, in different ways, by every member of that school's community. Governors have a legal responsibility to ensure that the school, in all its aspects, is managed and organised in the light of Christian values and the teachings of the Church. Educational theory stresses the importance of vision, and the role of the leader in developing and implementing it. In a school with a religious character, the headteacher is challenged to follow the example of Christ in providing direction and leadership for a community of faith which is part of the mission of the diocese, and in encouraging members of that community to share in leadership as appropriate, and to contribute their own gifts and insights.

Identifying leadership roles, assessing people's potential to fulfil them and planning their moves is only one part of effective leadership succession. This is working with what you've got and you will also want to increase the available talent. This will both increase the effectiveness of your schools and improve morale and retention. We are talking about leadership formation or development. This is about leadership formation, offering people opportunities and making interventions to improve their capabilities as leaders. There are two key features of a successful approach here:

– Interventions should be based on the assessment of individuals' strengths, weaknesses and career aspirations.

– Development activities should combine a broad range of activities and opportunities, including both formal training and on-the-job learning.

On-the-job learning includes placements, secondments, challenging assignments, shadowing, acting-up roles and coaching and opportunities for supported leadership positions in collaborative models.

Many leaders attribute their deepest learning and greatest insights to these opportunities. It might be possible for the diocese to work in partnership with the local authority to offer temporary role exchanges for (say) a week for potential leaders to teach, lead an aspect of a staff and governor meeting, take an assembly and so on in a school with a religious character in order to experience at first hand what this type of school has to offer. Role exchanges are a cost-effective means of allowing potential candidates the experience of leadership in a different context. The member of staff involved in the other half of the exchange can be given experience in a different key stage, for example, to support his or her leadership journey.

It is important to note that there is now a large number of formal leadership development programmes from the National College and other providers. These cover various stages of leadership and many are currently subsidised for participants. It will be important to understand these and include them in your local area's portfolio. You may also want to consider what is available from your local authority, nearby secondary schools with a leadership specialism and other agencies.

For all professional development activities, it is important to ensure that they deliver a return on investment. Leadership formation must help people become better leaders and help their schools perform more effectively. Development opportunities should do so in the most cost-effective manner possible. Given limited resources, it is important to devote them to the activities that make the greatest difference.

Returns on investment can only be evaluated in relation to the goals that were set. Regular assessment of talent acts as an evaluation by demonstrating progress in development: for example, new characteristics are gained and career moves are made.

The National College's adaptation of the Kirkpatrick & Kirkpatrick (2006) model provides a useful basis for evaluating such investment. It proposes five levels of impact of development:

- **reach:** how many people take part in the development opportunities

- **engagement:** participants' evaluation of the development opportunity, captured through feedback forms at the end of the session

- **learning:** how much new knowledge and insights participants gain from the development; captured through assessments, tests and interviews

- **application:** whether participants act differently in their daily role as a result of the development, captured through observation and feedback

- **impact:** contribution to improved organisational outcomes as a result of the development, captured through performance management and appraisal procedures

2.5.6 Accelerating progression

This section describes the process for building an acceleration pool within your succession planning strategy. Acceleration pools are fast-track processes dedicated to identifying and speeding up the development of leaders.

Accelerating the progress of potential leaders is particularly important given the impending shortfall. We need to get good people into leadership posts more quickly.

This process is not about the time served but about the skills that have been developed and about giving people experiences that will enable them to become wise beyond their years.

Some key principles to bear in mind are as follows:

- Potential is not without risk. You cannot guarantee that even the most talented leader will stay the course. They may not develop as expected, they may become derailed, they may have hidden flaws and they may change their priorities.

- Potential is not perfection. We would not expect potential leaders to possess every capability, to be fully rounded or to have developed every capability to the highest level.

- Schools will need to work collaboratively and share their most talented individuals across the local area.

- Staff will be rewarded, and will develop and progress differently depending on their performance.

- Senior leaders will need to devote significant time to mentoring and coaching aspiring leaders.

- Schools themselves must make explicit plans to assign and make use of the aspiring leaders. If aspiring leaders do not get the responsibilities and challenges that they are ready for, they will look elsewhere. The essence of succession planning is that people have roles to go on to.

- Development must be tailored to the individual and focused on on-the-job learning.

- Identification of talent should use evidence and rigorous, defensible assessments.

- You will need to devote budget, time and resources to providing appropriate opportunities to aspiring leaders.

- You should ensure that participation of aspiring leaders in all opportunities reflects wide recruitment in terms of diversity .

- Schools must be able to live with the risk of losing their best people as their horizons widen and they become more attractive to other institutions. To a degree this is inevitable, but during the time these people participate, schools benefit from raised motivation and the impact this has. It also makes schools more attractive to talented younger staff who will see them as a source of progression.

It is important to establish explicit criteria to identify those with potential for rapid progress. These would include staff who demonstrate:

- confidence and credibility

- the ability to see the big picture, to make connections and see the whole school

- the ability to master the basics of their role quickly and look for more

- their willingness to get involved, ie, someone who doesn't look the other way or walk past incidents

- initiative and self-motivation - the sort of people you can't stop from leading

- intellectual curiosity and capacity

- resilience and empathy to survive the pace of acceleration and learn from others

There are several national accelerated development schemes and acceleration pools in existence. It may be worth building them into your own plans (see the National College website).

It is essential that any scheme or approach adopted adheres to equal opportunity guidelines and does not discriminate on any grounds that do not contribute to performance in the role. There are underused pools of candidates with potential for senior leadership that can also bring diverse views to the leadership team. It may also be worth considering whether working arrangements may be unattractive to some candidates, such as people with young families, and what could be done to accommodate them. You may want to work with the local authority to see what might be done to attract potential leaders currently in community schools.

2.5.7 Managing and supporting careers

Many schools are experienced in managing people's careers internally, but managing careers and talent across a diocese often requires a significant cultural shift and the ability to see talent as an asset for the system rather than the school. Currently movement between schools is largely market driven although some dioceses may require a more planned and interventionist approach.

It is particularly important that a local area tracks the numbers and movements of talented leaders, at NPQH level or even earlier.

When talent identification indicates that someone is ready to move on and an appropriate vacancy arises, managing careers is as straightforward as making the appointment and supporting their induction. Challenges arise when:

- people are ready to move on but no appropriate vacancies exist

- vacancies exist but nobody is currently ready to move on

- the proposed move is particularly stretching and risky

Several tactics can be deployed in these circumstances. The first is to manage careers beyond the individual school to ensure a suitable turnover of roles and opportunities. Leaders also need to be honest with people about likely future prospects and manage expectations appropriately. The role of the diocese is particularly sensitive as it may have only a partial glimpse of the leadership skills of an individual. Partnership working with local authorities and school leaders is vital. It is important to remember that careers are a negotiation between individual and organisational needs. Part of the objective of career management should be to encourage individual responsibility and self-directed career planning. This can be accomplished by open dialogue, honest feedback, adequate information about opportunities across an area and real clarity about job requirements.

Leadership moves tend to have a cascade effect; the movement of people in senior positions often opens up opportunities throughout the local area. If there are large numbers of people ready for senior positions but no vacancies, then creating interesting system leadership opportunities across the collaboration can have a positive impact. We should note that some career moves are also a deliberate part of leadership development rather than just fulfilling organisational needs. Placements, secondments, shadowing and job-share opportunities can all add to someone's capability.

Taking someone outside their field of personal, technical expertise also forces them to exercise their raw leadership ability to work with others. This is quite important in the early stages of someone's leadership career to distinguish between results achieved through personal effort and through the skills of genuine leadership.

There are two specific areas of managing talent:

- critical career transitions that threaten to derail otherwise promising careers

- a brief discussion about the role of individual ambition and aspiration within talent management

Career transitions are the points in someone's progression that demand a dramatic and radical change in the characteristics required to succeed, rather than a smooth development. This is often overlooked when considering the characteristics needed to succeed at different levels of leadership. In many cases, there are few opportunities to acquire or hone the characteristics before the transition is made. In some instances it is also a matter of unlearning. The behaviours that led to success in previous roles may be actually harmful in a new role.

We have identified three major transitions in leadership roles:

- **first leadership role:** taking on subject or phase leadership, for instance
- **whole-school responsibility:** being responsible for the whole organisation; senior leadership and headship
- **system leadership:** usually moving into system-wide leadership, for example across a federation or cluster of schools development, captured through performance management and appraisal procedures

Particular care needs to be applied to developing people in the role immediately before the transition and during the transition period itself. Shadowing and temporary placements can be effective before a transition and mentoring can be useful during it.

Changing career patterns

A notable trend in recent years has been an increasing diversity of career expectations and intentions. This is partly due to a more diverse workforce and partly due to different social norms towards work. Climbing the career ladder through increasing layers of management responsibility is no longer the only option; nor are we as loyal to any single employer or even vocation as we once were. Portfolio careers, freelancing, consultancy, career breaks, and part-time, flexible and home working all represent different approaches to work.

Another important trend is the increasing realisation by employers that moving high performers into leadership positions is not always good for them or the organisation. Some people like frontline delivery and what makes someone good at individual delivery may not make them good at managing others.

All of the following has an important bearing on succession planning:

- Career frameworks need to recognise an increasing diversity of aspiration.
- Career discussions need to allow for people who are currently comfortable in their current role or who are looking for something other than linear promotion.
- Career counselling/planning needs to encourage people to lead without necessarily requiring them to take on line-management responsibilities.

For schools with a religious character, staff will have several sources of motivation, such as spiritual leadership or servant leadership. Ambition is a word and motive often held in suspicion, yet it lies at the heart of leadership and progression. Part of the trouble with ambition is that it is a single word covering a wide variety of different motives. It can include:

- assisting the mission of the Church
- the importance of personal faith in fulfilling career aspirations
- assisting parents, who are the prime educators of their children, in the education and religious formation of their children
- a desire for personal mastery, to achieve high standards and challenging results
- a drive for personal status and authority

- a passion for making a difference and strengthening others

- being of service to the Church, society and the local community

At different stages of a career, different aspects of ambition can sustain leadership when combined with self-control. The outcomes of making a difference and strengthening others are of crucial importance, and the motivation behind this might be different in a school with a religious character.

Church school headteachers are spiritual and academic leaders of the school. Excellence in headship requires visionary, inspired leadership and management centred on the school as a worshipping community, where educational and academic excellence for all pupils is pursued in a Christian context.

Church Schools Review Group, 2001:60

Preparing and sustaining such leaders is a key role for dioceses and their partnerships.

Section 3.
Resources

Section 3:
Resources

This section provides a range of resources which you can use in developing succession planning in your area. In some cases, you may wish to use the resources without adaptation but our assumption is that dioceses, whether working on their own or in regional groups, are likely to adapt these materials to local circumstances.

We plan to add to this range of resources, which will be made available in a designated area of the National College website that is being developed to support succession planning by schools with a religious character (**www.nationalcollege.org.uk**). Furthermore, there will be a range of resources developed by CES and NSPRE, which will be available via their websites (**www.cesew.org.uk** and **www.natsoc.org.uk** respectively). We encourage all dioceses to post any succession planning materials or related case studies on their websites and to alert their National Succession Consultant (NSC) to this.

Table 3: Guide to the resources

3.1	Terminology	Definitions covering the key concepts and phrases used in this framework.
3.2	Self-evaluation form (SEF): succession planning	Completed twice a year by dioceses in January and July and sent to the National College as part of the 'deal' set out in section 2.
3.3	Guidance on completion of the SEF	A guidance note providing advice on completing the SEF.
3.4	Capacity checklist	A short audit tool for dioceses to determine how to develop a succession planning strategy to build internal leadership capacity, and who should be involved.
3.5	Dimensions of leadership culture and formation in schools with a religious character	A tool for discussion between a diocese and senior leaders to look at the leadership culture in schools and dioceses.
3.6	Leadership profile and succession planning survey	An example of how the Archdiocese of Birmingham Diocesan Schools Commission works with its schools across 13 local authorities to establish leadership supply and demand forecasts and analysis annually.
3.7	Self-evaluation questionnaire: foundations for success	A questionnaire designed to evaluate the current position of a diocese against the five foundations for success.
3.8	Way Forward?: models of leadership for schools with a religious character	A PowerPoint presentation for governors of schools with a religious character considering different models of federation.
3.9	What are our leadership requirements? Questions for governors	A series of 18 questions for governors to be used at the start of the headteacher recruitment process when considering the nature of leadership required by the school.
3.10	Leadership characteristics framework	A generic list of possible leadership characteristics from the National College, underpinned by spiritual leadership which dioceses will want to consider and adapt to their specific circumstances.
3.11	A school leadership succession policy	Based on the leadership characteristics framework (3.10), an example of a succession planning policy used in schools in several local authorities
3.12	A succession planning policy statement and checklist for a governing body	A draft governing body policy statement on succession planning and leadership development and a checklist to capture key points.
3.13	Diocesan strategies for succession planning	Examples from the dioceses of Chelmsford and Westminster of their succession planning strategies: both are work in progress.

3.14	A stocktake of the seven local actions	A questionnaire designed to be used to determine how successful a diocese or a school or group of schools has been in the relation to the seven local actions set out in the framework.
3.15	Judging success	An example from a local authority showing a range of outcome measures with regard to succession planning.
3.16	Succession planning: some facts and figures	A PowerPoint presentation developed by the National College providing an overview of the key leadership succession challenges facing schools.

3.1 Terminology

3.1.1 A note on terminology

In these materials 'leadership succession' refers to succession in its broadest sense, ie, the imperative to bring on a new generation of leaders through practical succession planning approaches as well as the foundational systems, structures and processes that underpin them.

'Succession planning' refers specifically to the range of activities and approaches we employ to ensure a sufficient quantity of engaged and talented school leaders.

'Local area' refers to the variety of partnerships at work across an area, as well as the geographical area itself. This covers collaboration across schools, local authority, diocese, deanery and other relevant parties. It may also include non-geographical elements, and support from national agencies. 'Collaborations', 'clusters' and 'partnerships' are also used to refer to cross-school activity.

In terms of 'leadership', clearly headship is particularly important, but we also intend these materials to cover leadership roles at all levels, from middle to senior, and including non-traditional leadership roles such as school business managers and bursars.

The word 'talent' is used frequently. This emphasises both current delivery and the potential to perform over the long term and in more senior positions. Succession planning is not just about numbers, but about the right people in the right positions with the right motivation to succeed.

The field of succession planning has plenty of jargon and some phrases carry technical meanings. We therefore provide formal definitions of the terms used in this document. Where phrases are in common use, we refer to them to secure the specific connotation we are using.

A common language is particularly important when establishing partnerships among disparate institutions. 'Senior leader' seems straightforward but can be used in very different ways by different organisations.

Table 4: Glossary

360-degree feedback	The structured collection and provision (usually confidential) of the views and perceptions of people who report to a leader, the peers of a leader and the leader's own manager.
acceleration pool	An organised scheme for identifying staff with significant potential for more senior leadership roles and speeding up their rate of development through additional support and training.
accountability	1. A defined outcome expected of a role holder. 2. A role's proximity to and control over end results.
characteristic	An attribute or quality of an individual, eg, a skill, know-how, expertise, self-image, social role, values and beliefs, habits, traits, motives.
coaching	Specific (usually one-to-one) interventions to help an individual understand and improve his or her performance (Creasy & Paterson, 2005).
co-ordination	A role characterised primarily by accountability for results through indirect influence.
culture	The shared values and beliefs of an organisation.
job shape	The balance between operations, policy and co-ordination within a role.
job size	The degree and extent of problem-solving inherent in a role, requiring greater discretion with less guidance as it increases.
leadership	The practical capability to act and to mobilise others to act in pursuit of a vision of how the organisation should be.
leadership information	1. The formation of the whole person as a leader who unifies their professional skills and competences with their faith beliefs and values. 2. A person's personal and professional development prior to taking on a leadership role[7].
line manager	The person responsible for the performance management of and allocation of tasks to an individual (may include hiring and firing).
mentoring	Sustained attention and support offered (usually by more senior leaders) to help someone understand and master their role.
middle leadership	Permanent responsibility for results within a defined section of the school; reporting into senior leadership.
operational	A role characterised primarily by accountability for the delivery of results through direct control of resources.
partnership	A group of schools co-operating and collaborating to manage succession planning.

---

7 For people of faith aspiring to Church school leadership, this relates to their spiritual formation, their journey of faith and their sense of vocation or God's calling into church school leadership.

placement	Deliberately moving someone into a role for developmental reasons, eg, to test or stretch their capabilities.
policy	A role characterised primarily by the creation of ideas and strategies, and the provision of advice.
potential	A reasonable probability that the individual could advance to a senior leadership position, given a supportive environment and sustained ambition.
role	A defined job.
rotation	Planned switching of responsibilities and positions to broaden experience.
senior leadership	Permanent, whole-school responsibility for significant results; reporting to the senior-most role.
service	Aligned with the concept of vocation believing one is called to use one's personal and professional gifts and talents to meet the needs of others, ie, children and young people, parents, the local Church, parish and wider community[8]
shadowing	Spending time with another leader, observing (and often questioning and debating) their actions.
structure	The definition of roles' accountabilities and the organisation of roles into reporting relationships, teams and other groups.
succession planning	A process of identifying an organisation's leadership needs and taking action ahead of time to meet those needs through spotting and nurturing talent.
system leadership	For experienced school leaders, the range of opportunities to serve beyond their individual school and to influence and support wider aspects of leadership.
talent	A high level of leadership capability.
talent identification	The processes and criteria for spotting and measuring leadership capability.
talent management	A co-ordinated, organisation-wide strategy to sustain and increase the capability of members of the organisation (sometimes also considered to include recruitment and retention).
transitions	Points in the development of a career that require dramatic changes in capabilities and self-image.
vocation	The concept of learning to interpret one's existence in the light of God's plan, thus understanding one's professional role in a school as a vocation.

8 Church school leaders often model their lives on the example of servant leadership demonstrated by Jesus, called to serve the community in which they work.

3.2 Self-evaluation form (SEF): succession planning

Succession Planning: Diocese - Self-evaluation form

Diocese	
Succession Planning named contact for diocese	
Your linked national succession consultant	
Date of report (January or July/year)	

Overall stages	Governing body engagement 1/2/3/4/5 Diocese/local authority collaboration 1/2/3/4/5 Aspiring leaders 1/2/3/4/5 Experienced leaders 1/2/3/4/5
Local context/issues that could impact on succession planning	

Recruitment

Number of current headteacher vacancies (ie, not filled by substantive headteacher)		
	2009/10	2010/11 (to date)
Primary		
Secondary		
Total		

Number of headteacher vacancies advertised		
	2009/10	2010/11 (to date)
Primary		
Secondary		
Total		

Number of headteacher vacancies filled at first advert		
	2009/10	2010/11 (to date)
Primary		
Secondary		
Total		

Average number of applications submitted per headteacher vacancy		
	2009/10	2010/11 (to date)
Primary		
Secondary		
Total		

Projected number of upcoming headteacher vacancies		
	2010/11	2011/12
Primary		
Secondary		
Total		

Current temporary filled headteacher posts			
	Number	In posts less than a year	Of number, how many were planned
Primary			
Secondary			
Total			

What were the main reasons for non-appointments for headteacher vacancies over the past 12 months? (Tick all those that are appropriate.)	
Very few or no candidates	
Weak field of candidates	
Problems with advert/recruitment process	
Competition: other headteacher advertisements at time	
Governing body disagreement	
Other reasons (please specify)	

Workforce

	Percentage of female headteachers		Percentage of BME headteachers		Percentage of headteachers with a disability (if available)	
	2009/10	2010/11	2009/10	2010/11	2009/10	2010/11
Primary						
Secondary						
Total						

Number and percentage of your schools judged by Ofsted to have good/outstanding leadership and management (cumulative figure)

	2009/10		2010/11 (to date)	
	No.	Per cent	No.	Per cent
Primary				
Secondary				
Total				

Models of leadership: current number and range	No. of schools or people	Phase(s) (eg, primary, secondary)	Key features/description
Job shares (eg, co-headships)			
Collaboratives and partnerships (ie, soft federations)			
Federations (ie, hard federations)			
Executive headteachers			
Trusts and academies			
All-through schools			
Other (please specify)			

System leadership: please indicate the number of your schools and experienced headteachers involved in the following programmes	No. of schools or people	Phase(s) (eg, primary, secondary)	Key features/ description
NLE/LLE			
Professional partners			
Leadership development schools (ie, NPQH placement school)			
Leadership partner schools			
Training schools			
Number of headteachers regularly involved in any form of support for aspiring leaders (training, offering work shadowing/visits, coaching, mentoring etc)			

Number of aspiring leaders from your diocese engaged in programmes that you support or lead (please change the headings if appropriate).	2009/10	2010/11 (to date)
Taster days or information sessions for those currently in community schools who might aspire to leadership positions in schools with a religious character		
Middle leader to senior leader programmes		
Towards NPQH support programmes		
Aspiring to headship programmes (ie, post-NPQH)		

Descriptor statements

Governing body engagement	Please highlight the following statements (or part statements) closest to the situation in your Diocese. Then in the commentary section overleaf, please provide any further detail about the activities currently taking place along with details of further work that you are considering to engage GBs in succession planning and how you plan to sustain the work.			
Overall stage				
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Most governing bodies have limited engagement with succession planning.

We have provided limited information to governing bodies about succession planning and leadership development.

Our governing body training programmes do not have a focus on succession planning.

We have not formally included succession planning as part of our work.

We do not ask governing bodies for data about the age profile of headteachers and recruitment information.

We have no central database to inform our succession planning work with governing bodies. | Governing bodies are primarily concerned with succession planning at the time the headteacher resigns.

We have provided a one-off briefing item about leadership development to chairs of governing bodies.

Succession planning has been one of the topics offered by a number of our local authorities as part of governors training.

We ask governing bodies for data about the age profile of headteachers and recruitment information but it is not yet consistently provided.

We have started to develop a central database which could be used to inform our succession planning work with governing bodies. | A few governing bodies are fully engaged with succession planning, eg, they routinely consider leadership development needs and opportunities as part of their annual programme of work.

We offer governor body training on succession planning but not yet on an annual basis.

We do not link with our local authorities in providing training to governing bodies.

A few governing bodies provide us with data about the age profile of headteachers and recruitment information.

We have developed a central database which is beginning to inform our succession planning work with governing bodies. | Some governing bodies are fully engaged with succession planning, eg, they routinely consider leadership development needs and opportunities as part of their annual programme of work. A few have adopted a succession planning strategy.

We offer a number of training programmes for governing bodies on succession planning annually including specific support for chairs of governing bodies who are about to undertake headteacher recruitment.

We work jointly with some of our local authorities in providing training to governing bodies.

About half of our governing bodies provide us with data about the age profile of headteachers and recruitment information. | Most governing bodies are fully engaged with succession planning, eg, they routinely consider leadership development needs and opportunities as part of their annual programme of work and are aware of the current models of leadership. Many have adopted a succession planning policy.

We offer a number of training programmes for governing bodies on succession planning annually including specific support for chairs of governing bodies who are about to undertake headteacher recruitment.

We work jointly with most of our local authorities in providing training to governing bodies.

Most governing bodies provide us with data about the age profile of headteachers and recruitment. |

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
			Our database, which includes age and diversity information about school leaders, is informing our succession planning work with governing bodies.	Our database, which includes age and diversity information about school leaders, is informing our succession planning work with governing bodies and we publish diocesan data for governing bodies to keep them informed about succession planning and leadership development.

Commentary

Diocese/ local authority collaboration	Please highlight the following statements (or part statements) closest to the situation in your Diocese. Then in the commentary section overleaf, please provide any further detail about the activities currently taking place along with details of further work that you are considering to work more collaboratively with local authorities, and how you plan to sustain the work			
Overall stage				
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
There are limited links with local authorities with regard to succession planning.

We are not involved in any of the local authorities' succession strategy group meetings and/ or their associated strategies.

We do not routinely attend regional succession strategy meetings hosted by national succession consultants (NSCs).

We do not currently have a succession planning strategy though we are thinking of developing one.

We have not yet invited any local authority to join our strategy group, or to comment on succession planning work/plans to date.

There are currently no joint Diocesan/ local authority leadership development opportunities planned. | There are some links with a few local authorities with regard to succession planning.

We are involved occasionally in some of the local authorities' succession strategy group meetings and/or their associated strategy.

We occasionally attend regional succession strategy meetings hosted by NSCs.

We have started to develop a succession planning strategy but we have not yet invited any local authority to join our strategy group, and/ or to comment on succession planning work or plans to date.

We have started to develop joint diocesan and local authority leadership development opportunities with a few of our local authorities. | There are links with some of our local authorities with regard to succession planning.

We are involved regularly in some of the local authorities' succession strategy group meetings and/or their associated strategy.

We regularly attend regional succession strategy meetings hosted by NSCs.

We have developed a succession planning strategy and have invited a few of our local authorities to join our strategy group, and/or to comment on succession planning work to date.

We provide joint diocesan and local authority leadership development opportunities with some of our local authorities. | There are links with many of our local authorities with regard to succession planning.

We are involved regularly in many of the local authorities' succession strategy group meetings and/or their associated strategy.

We regularly attend regional succession strategy meetings hosted by NSCs and have led on a number of topics.

We have developed a succession planning strategy and have engaged many of our local authorities to join our strategy group, and/or to comment on succession planning work to date.

We provide joint diocesan and local authority leadership development opportunities with many of our local authorities. | There are links with most of our local authorities with regard to succession planning.

We are involved regularly in most of the local authorities' succession strategy group meetings and/or their associated strategy.

We prioritise attendance at regional succession strategy meetings hosted by NSCs and have led on a number of topics.

We have developed a succession planning strategy and have engaged most of our local authorities to join our strategy group, and/or to comment on succession planning work to date.

We provide joint diocesan and local authority leadership development opportunities with most of our local authorities. |

Commentary

Aspiring leaders	Please indicate which of the following statements (or part statements) are closest to your Diocese. Then in the commentary section overleaf, please provide any further detail about the activities currently taking place along with details of further work that you are planning with aspiring leaders plus how you intend to sustain the work			
Overall stage				
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
We do not provide information or taster days for those currently in community schools who might aspire to leadership in schools with a religious character. We do not specifically provide training/support programmes for middle leaders aspiring to senior leadership positions. We do not specifically provide training/support programmes for senior leaders aspiring to headship. We do not provide any specific support to teachers with regard to applying for NPQH. We do not provide any specific support to help contextualise National College programmes for schools with a religious character (eg, face-to-face NPQH modules). There is currently no evaluation or follow-up processes in place for our work with aspiring leaders.	We plan to provide information or taster days for those currently in community schools who might aspire to leadership in schools with a religious character. We plan to provide training/support programmes for middle leaders aspiring to senior leadership positions. We plan to provide training/support programmes for senior leaders aspiring to headship. We plan to provide specific support to teachers with regard to applying for NPQH. We plan to provide specific support to help contextualise the National College for schools with a religious character (eg, face-to-face NPQH modules). We have planned the evaluation of the programmes which we will implement once they begin.	Either by ourselves or in liaison with other dioceses and local authorities, we have provided at least one of the following types of support and plan to provide at least one other support programme in the next six months: – information or taster days for those currently in community schools who might aspire to leadership in schools with a religious character – training/support programmes for middle leaders aspiring to senior leadership positions – training/support programmes for senior leaders aspiring to headship – support to teachers with regard to applying for NPQH – support to help contextualise the National College for schools with a religious character (eg, face-to-face NPQH modules)	Either by ourselves or in liaison with other dioceses and local authorities, we have provided at least two of the following types of support and plan to provide at least two other support programmes in the next six months: – information or taster days for those currently in community schools who might aspire to leadership in schools with a religious character – training/support programmes for middle leaders aspiring to senior leadership positions – training/support programmes for senior leaders aspiring to headship – support to teachers with regard to applying for NPQH – support to help contextualise the National College for schools with a religious character (eg, face-to-face NPQH modules)	Either by ourselves or in liaison with other dioceses and local authorities, we have provided at least three of the following types of support and plan to provide the remaining types in the next six months: – information or taster days for those currently in community schools who might aspire to leadership in schools with a religious character – training/support programmes for middle leaders aspiring to senior leadership positions – training/support programmes for senior leaders aspiring to headship – support to teachers with regard to applying for NPQH – support to help contextualise the National College for schools with a religious character (eg, face-to-face NPQH modules)

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
		We have begun to implement our evaluation but it is too early to know the impact of our work.	The initial evaluation is encouraging with good feedback from participants about the programmes. Longer term trends are still difficult to discern.	Evaluation is fully established; feedback is strong; there is clear evidence that the programme is growing the confidence of participants and their credibility as candidates.

Commentary

Experienced leaders	Please indicate which of the following statements (or part statements) are closest to your Diocese. Then in the commentary section overleaf, please provide any further detail about the activities currently taking place along with details of further work that you are considering plus how you intend to sustain the work			
Overall stage				
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
We have no specific policy or targeted work with regard to engaging our experienced headteachers in system leadership. We do not as a matter of routine discuss with our headteachers their career aspirations. We have had no involvement to date in broader system leadership arrangements (eg, in terms of school-to-school links or federations). We do not particularly signpost the opportunities for involvement in system leadership that might be available from the National College or the local authority.	We have begun to develop policy with regard to engaging our experienced headteachers in system leadership. We do not as a matter of routine discuss with our headteachers their career aspirations but have offered such a service to those who have requested it. We tend to respond to specific circumstances rather than on a systematic basis to broader system leadership issues (eg, in terms of school-to-school links and federations) We are aware of the opportunities for involvement in system leadership which might be available from the National College or the local authority and have on occasion suggested these to some of our headteachers	We have developed a policy with regard to engaging our experienced headteachers in system leadership. We have started to discuss or have encouraged chairs of governing bodies as a matter of routine to discuss with headteachers their career aspirations. We have begun to consider the benefits of broader system leadership approaches (such as models of leadership) and are discussing these more routinely with our headteachers. We have started to provide more detailed briefing to our headteachers about the opportunities for involvement in system leadership that might be available from the National College or the local authority.	We have consulted on a policy with regard to engaging our experienced headteachers in system leadership which has been well received. We actively discuss or have encouraged chairs of governing bodies as a matter of routine to discuss with headteachers their career aspirations where a headteacher is happy to do so. We have begun to consider the benefits of broader system leadership approaches (such as models of leadership) and are discussing these more routinely with our headteachers. We have started to provide more detailed briefing to our headteachers about the opportunities for involvement in system leadership that might be available from the National College or the local authority.	We have implemented our policy with regard to engaging our experienced heads in system leadership. It is well received and the number of heads involved in system leadership is increasing. The vast majority of headteachers have welcomed the suggestion that either we or the chair of the governing body as a matter of routine discuss with them their career aspirations and this has become their expectation. Discussing and promoting the benefits of broader system leadership approaches (such as models of leadership) is now a common feature of our work with our more experienced heads. We now routinely provide detailed briefing to our heads about the opportunities for involvement in system leadership that might be available from the National College or the local authority.

Commentary

3.3 Guidance on completion of the SEF for dioceses and other providers of schools with a religious character

3.3.1 Introduction

The SEF has two main sections:

- data section to enable you to consider evidence of impact
- descriptive section to enable you to judge the level of progress being made in relation to a series of statements

3.3.2 Impact indicators

These are critical, not only for each diocese to track and judge progress but also for the National College to develop a national overview of the programme and to support benchmarking. We intend to provide each diocese with national and regional benchmarking information following submission of each SEF. It also provides an important source of information for our reporting to the Department for Education and ministers about the progress of the overall programme.

We set out below the key impact indicators, divided for convenience into the following sections:

- recruitment indicators
- workforce indicators
- quality indicators
- models of leadership
- system leadership
- aspiring leaders

Recruitment indicators	Definition	Rationale
Number of current headteacher vacancies (by phase)	The definition of a vacancy is quite complex and include posts: - where there is no incumbent expected to return to the post - filled on a temporary basis (by an acting headteacher) of less than a year - whether or not the post has been advertised - where an appointment has been made but not yet taken up	An indicator of the current flux in the headteacher recruitment market

Recruitment indicators	Definition	Rationale
Number of headteacher vacancies advertised (by phase)	For all headteacher vacancies advertised nationally (including those for the following academic year) Please exclude schools where a headteacher's departure coincides with the school's closure, amalgamation or federation with a head of school rather than a substantive headteacher.	A very strong indicator of the number of schools looking to recruit headteachers
Number of headteacher vacancies filled after first advert (by phase)	For all vacancies where the first national advert results in an appointment being made If available, it would be useful to know the number of internal appointments from the school and from the diocese (indicated in brackets). (NB. Unless you say otherwise in the commentary, we will assume that the difference between the number of vacancies advertised and the number filled first time is the number that had to be readvertised.)	An indicator of the strength of the market
Average number of applications received per headteacher vacancy (by phase)	The number of applications received divided by the number of posts advertised. If the information is available, it would be useful to know the range (eg, the average for primary might be 4 but the range was from 0-12).	Provides a proxy for the strength of the market and the effectiveness of recruitment
Estimated number of headteacher vacancies during the current and next school year (by phase)	Based on best guess/local intelligence	Will help build up a picture about the demand side, and main reasons for headteacher resignations
Number of temporarily filled headteacher posts (by sector including faith/non-faith) – termly update	There are a number of reasons how and why headteacher posts are filled on a temporary basis. Key issues include: – whether filled for more or less than a year – whether planned (eg, a governing body has deliberately chosen to delay advertising for a headteacher to provide a leadership development opportunities or the school is scheduled to close) or unplanned (eg, the governing body has sought to recruit but failed)	Provides a picture of the reasons how and why short-term headteacher vacancies are being filled
Reasons for non-appointment	We provide a list of most common reasons for non-appointment. Only complete this if it is easily available as it will inevitably involve a judgement about the key reason. Please use the commentary to reflect on any key themes or trends.	Provides very useful information about the main reasons for non-appointment

Recruitment indicators	Definition	Rationale
Workforce indicators		
Percentage of female school leaders in your schools (by phase)		Provides a current indicator about the diversity of the workforce with regard to gender
Percentage of BME school leaders in your schools (by phase)		As above with regard to ethnicity
Percentage of school leaders with a disability in your schools (by phase)		As above with regard to ethnicity
Quality indicators		
Percentage of schools judged by Ofsted to have good or outstanding leadership and management (by phase)	The percentage of schools so judged cumulatively	Provides a long-term proxy measure for the quality of school leadership and management, and thus the effectiveness of headteacher recruitment and development
Leadership indicators		
The number and range of different models of leadership	The number of schools involved in different/non-traditional models of leadership which will impact on the supply and demand for school leaders	Provides a picture of the extent to which governors have adopted different models of leadership
System leadership	The number of schools and individuals from the diocese involved in some form of system leadership	Provides a picture of the involvement of your headteachers in system leadership opportunities
Aspiring leaders	Please adjust the headings if they are not appropriate to your diocese	Provides a picture of the level of involvement of your aspiring leaders in different programmes

3.3.3 Descriptor statements and commentary

Based on the strategy, we identify the four key groups and ask that you highlight the statements or parts of the statements that, in your view, are closest to the current position in your diocese. Please use commentary box below each section to briefly provide further information about what work is being undertaken, how effective it is, what is planned next and how you intend to sustain the work. You should also indicate the overall stage of engagement that you believe has been reached in each specific aspect of succession planning in your diocese.

3.4 Capacity checklist

Accountability

– Who is responsible for the succession initiative?

– How much authority do they have in the eyes of stakeholders?

– Who will do the work? Do these people have clear priorities and committed time?

– Are they confident that their time will be rewarded and valued?

Resources

– Have we identified the budget for our activities?

– Have we identified how much time we will need from people for our activities?

– Have we secured this money and time?

– How efficient are our processes for communication and co-ordination?

Evidence and data

– Are we using evidence and assessments to target development activity to real needs?

– Do we know how many leaders we have and how many we need?

– Do we know what people think about leadership in our area and what they plan?

– Do we know what we're good at and where we could improve?

Communication and stakeholders

– What other initiatives are relevant to the field of succession planning?

– Who is running them and have they been consulted and engaged?

– Have we joined initiatives up, and shared criteria and processes where appropriate?

– Have we communicated our plans to all stakeholders?

– Are all the key stakeholders committed to the project?

– What will we do about key stakeholders who are not committed?

Succession planning needs clear project plans and budgets. The most important resource is time, both of those steering and participating in it. A recent study suggests that leaders in schools spend on average seven to eight days a year in development activities (Hobby, 2007). This will be made up from training days, staff meeting, twilight training, on-the-job training, coaching by line managers and provision of external CPD. How will you influence and support staff so that this time is used to ensure the schools in your diocese have the leadership capacity they need?

3.5 Dimensions of leadership culture and formation in a school with a religious character

Leading leadership	
Senior role models	Aspiring leaders can look to senior leaders for effective behaviours, inspiration and clear demonstration and articulation of Christian faith in their education practice.
Senior attention	Senior leaders devote significant time and care to developing and mentoring other leaders.
Mission	There is a clear and compelling vision for the school offering a clear sense of purpose based on Gospel values.
Spiritual leadership	There is explicit recognition of the central importance of spiritual leadership underpinning the work of leaders.

Structure	
Role clarity	People know what is expected of them and what they are supposed to deliver.
Structural clarity	People know how roles fit together, who reports to whom and how the place is organised.
Authority	People have the requisite and unambiguous power to take decisions and act.
Accountibility	People understand their accountabilities to God and to external agencies.

Delivery	
Performance culture	High expectations and standards, a shared recognition that there is a job to be done well.
Feedback	A culture and processes for open and honest feedback and critique among staff of all levels.
Differential recognition	High performers are explicitly recognised and rewarded.
Potential	A culture which expects all children and staff to reach their God–given potential

Commitment and investment	
Respect	People are treated with dignity and value whatever their level, gender, ethnic background or age; they are not afraid to speak up. Gospel values are demonstrated in the daily life of the school.
Sharing and support	People help each other, share insights and learning, pitch in where required.
Development culture	Priority is given to improvement and learning, to building capacity.
Vocation	The experience of life as a vocation – existence in the light of God's plan.

3.6 Leadership profile and succession planning survey

The following materials were created and kindly supplied by the Archdiocese of Birmingham Diocesan Schools Commission. They have been slightly adapted for this publication.

Dear Colleague

We are committed to working with our headteachers and governors to secure the future of our Catholic schools within the Archdiocese of Birmingham; we also recognise our shared responsibility to contribute to the common good of Catholic education nationally.

One key aspect of securing the future of Catholic schools locally and nationally depends on having a reliable, continuous supply of effective and enthusiastic Catholic leaders at all levels.

We think it is vital to collect, collate, evaluate and share data about schools and leaders across the diocese to enable us to work productively with governors, school leaders, local authorities, the Catholic Education Service (CES), the National College and a wide range of providers of leadership and management training and development programmes to secure and sustain effective leadership in our schools.

I have attached survey sheets for those holding the post of headteacher, deputy headteacher and assistant headteacher. I would be pleased if you would complete a form and return the completed form to the DSC as soon as possible and by 1 March 2010 at the latest. Forms may be returned by post in hard copy to the address below or sent electronically as an attachment to **potter**@**bdsc.org.uk**. Please, would you ask your deputy headteacher(s)/assistant headteacher(s) to complete a form and return it to the DSC too. Thank you.

We believe it is important to tell you that we will not share any personal data. We will however share the outcomes of collated data with the CES, the National College, local authorities, governors and headteachers as we judge necessary and appropriate.

I am most grateful for your help and support in this matter.

Margaret Buck
Director of Schools

Diocesan Schools Commission
61 Coventry Road
Coleshill
B46 3EA

Please complete with relevant information or tick/delete as appropriate.

Return electronically to **potter@bdsc.org.uk** or by post to:

Margaret Buck,
Diocesan Schools Commission
61, Coventry Road, Coleshill, B463EA

Headteacher profile

Local Authority	

For National College

Gender		Ethnicity		Disability	

Phase	Infant		Primary		Secondary 11-16	
	Junior		Middle		Secondary 11-18	

Role	Acting headteacher	Define period of contract:
	Substantive headteacher	
	Executive headteacher of 2 or more schools	Collaboration? Collaborative Governance? Federation?
	Co-headteacher	

How many years do you plan to remain in your current role?				
Less than 1 year	1-3 years	4-6 years	7-9 years	Indefinitely

If you move, do you intend it to be for:		Additional comments
Headship of another school		
Executive headship of a collaboration or federation		
Co-headship		
Retirement		
Other reasons		

Have you shared your intentions with your Chair of Governors as part of the school's policy for succession planning?	Yes	No
Is there a substantive practising Catholic Deputy headteacher in your school who is 'ready and able to step up to headship in the next 12 months' ie, appointable to headship and who has achieved NPQH? (NB. Either in your school or another school)	Yes	No

Experience

Have you served as acting headteacher?	Date and school:	
Are you interested in leading another school for a time-limited period, eg, providing leadership in challenging circumstances?	Yes	No
If so, would the governing body be prepared to release you?	Yes	No
What was the date of the last Ofsted inspection of your school?		
Have you participated in LPSH or Head for the Future National College programmes?	Yes	No
Have you worked as an NC or LA consultant leader, an NLE etc?	State what:	
Have you been a trainer/ facilitator of programmes for teachers?	State what:	

Please, we invite you to sign this rather than complete it anonymously. The information has more value if we can relate it to a particular school or locality and its needs. NOTE: we will not share any personal information outside the DSC, only collated data. Thank you.

Signed: .... School: ....

Deputy Headteacher profile

Local Authority	

For National College

Gender		Ethnicity		Disability	

Phase	Infant		Primary		Secondary 11-16	
	Junior		Middle		Secondary 11-18	

Role	Acting deputy headteacher	Define period of contract:
	Substantive deputy headteacher	
	Deputy headteacher leading as head of school	Collaboration? Collaborative Governance? Federation?

How many years do you plan to remain in your current role?				
Less than 1 year	1-3 years	4-6 years	7-9 years	Indefinitely

If you move, do you intend it to be for:		Additional comments
Deputy headship of another school		
Deputy headship in a collaboration or federation		
Headship		
Retirement		
Other reasons		
Have you shared your intentions with your headteacher as part of the school's policy for succession planning?		Yes No

NPQH	Do you intend to apply for NPQH in the next 12 months?	Yes No
	Are you doing NPQH?	Yes No
	Have you achieved NPQH?	Yes No

Experience

Have you served as acting headteacher?	Date and school:
Are you interested in being an acting headteacher?	Yes No
If so, would your headteacher be prepared to release you?	Yes No
What was the date of the last Ofsted inspection of your school?	

Please, we invite you to sign this rather than complete it anonymously. The information has more value if we can relate it to a particular school or locality and its needs. NOTE: we will not share any personal information outside the DSC, only collated data. Thank you.

Signed: .... School: ....

Assistant Headteacher profile

Local Authority	

For National College

Gender		Ethnicity		Disability	

Phase	Infant		Primary		Secondary 11-16	
	Junior		Middle		Secondary 11-18	

Role	Acting assistant headteacher	Define period of contract:
	Substantive assistant headteacher	
	Assistant headteacher in a collaboration / federation	Collaboration? Collaborative Governance? Federation?

How many years do you plan to remain in your current role?				
Less than 1 year	1-3 years	4-6 years	7-9 years	Indefinitely

If you move, do you intend it to be for:	Additional comments		
Deputy headship			
Deputy headship in a collaboration or federation			
Headship			
Retirement			
Other reasons			
Have you shared your intentions with your headteacher as part of the school's policy for succession planning?		Yes	No
Are you a practising Catholic who therefore could pursue deputy headship or headship in a Catholic school?		Yes	No

NPQH	Do you intend to apply for NPQH in the next 12 months?	Yes	No
	Are you doing NPQH?	Yes	No
	Have you achieved NPQH?	Yes	No

Experience

Have you served as acting headteacher?	Date and school:		
Are you interested in being an acting headteacher?		Yes	No
If so, would your headteacher be prepared to release you?		Yes	No
What was the date of the last Ofsted inspection of your school?			

Please, we invite you to sign this rather than complete it anonymously. The information has more value if we can relate it to a particular school or locality and its needs. NOTE: we will not share any personal information outside the DSC, only collated data. Thank you.

Signed: .... School: ....

3.7 Self-evaluation questionnaire: foundations for success

Statement	Theme	Section
There is a strong sense of mutual trust and respect among schools in our diocese.	Trust	**Building capacity and collaboration (section 2.4.1)**
We understand our respective roles and contributions within this collaboration.		
We are working together with a clear sense of purpose.	Clarity	
The collaboration has a clear structure and processes for operating.		
Our senior leaders attach a high priority to leadership in themselves and others.	Development	**Creating positive cultures (section 2.4.2)**
People are able to take risks and stretch themselves in the interests of learning and growth.		
Leaders are given clear and constructive feedback on their performance.	Performance	
Leaders are held accountable for developing themselves and others.		
We know how many current and potential leaders we have and broadly what their plans are.	Leadership context	**Diagnosing needs (section 2.4.3)**
We know what people think of our area as a place to work.		
We are clear about our strengths and weaknesses with regard to succession planning.	Current practice	
We are confident about what best practice in succession planning in schools looks like.		
We understand the nature of changing demands on schools in our area.	Futures thinking	
We understand how our communities are changing and developing.		
We have a clear and logical framework of increasingly challenging leadership roles.	Leadership requirements	
We have defined the characteristics that reliably lead to success in different leadership roles.		

Statement	Theme	Section
We have a challenging and inspiring vision of what succession planning can do for our area.	Vision	Developing a local strategy (section 2.4.4)
Our approach to succession is based on a vision of how leadership makes a difference to learning.	Vision	
Our succession planning strategy is well integrated with other processes and systems within schools.	Alignment	
Our succession planning strategy is well connected to other initiatives within the system as a whole.	Alignment	
We have thought through the impact of change on established routines and cultures.	Change	
We use an agreed framework for planning and implementing change.	Change	
We have identified and prioritised the stakeholders of succession planning in our area.	Communication	
We are sending a clear set of messages about the benefits of involvement and collaboration.	Communication	
We have tangible outcomes and measurements for our succession planning strategy.	Evaluate impact	Reviewing and revising (section 2.4.5)
We regularly review progress against our success criteria and adapt our tactics.	Evaluate impact	
We know what we will do when we have mastered the basics.	Enhance strategy	
We have consensus around our ambitious long-term plans that will be implemented as appropriate.	Enhance strategy	

3.8 Way Forward?: models of leadership for schools with a religious character

Way Forward?

Partnership?

Collaboration?

...ederation?

In partnership with --------- LA

DIOCESAN SCHOOLS COMMISSION
Serving Schools in the Archdiocese of Birmingham

PP...

Starting point

- Key accountabilities of GB to stakeholders

To:
- **LA** for:
  - quality of education provided and the outcomes achieved
  - using public money provided to the school by the LA
- **Diocese** for:
  - conducting the school as a Catholic school to fulfil the 4 main purposes of Catholic education,
  - in accordance with Diocesan policy in the building owned by the Diocese

PPT 2

Relationship and Partnership with the Diocese

What is the Diocesan vision for the strategic future of schools?

- Good / outstanding Catholic schools
- Children enabled to be the best they can be .. with their God-given potential, gifts and talents
- GBs that understand well the statutory framework of education – everything rooted in law
- GBs that are knowledgeable about their roles, responsibilities and accountabilities to the LA and Diocese

PPT 3

Relationship and Partnership with the Diocese

- GBs which exercise leadership at a local level to achieve the purposes of Catholic education on behalf of the Diocese in accordance with the Trust Deed of the school
- GBs that are well positioned to secure the future of Catholic education in 21st Century schools and can lead and manage change
- A strategic relationship of trust
- Moral purpose – achieve the mission

PPT 4

Collaboration? Federation?

- See DCSF Standards Site – federations

- Continuum document

  – Note: detail and terms in the document given out have been modified after downloading the document from DCSF site … to ensure coherence with DSCF changes made to terminology as practice has developed
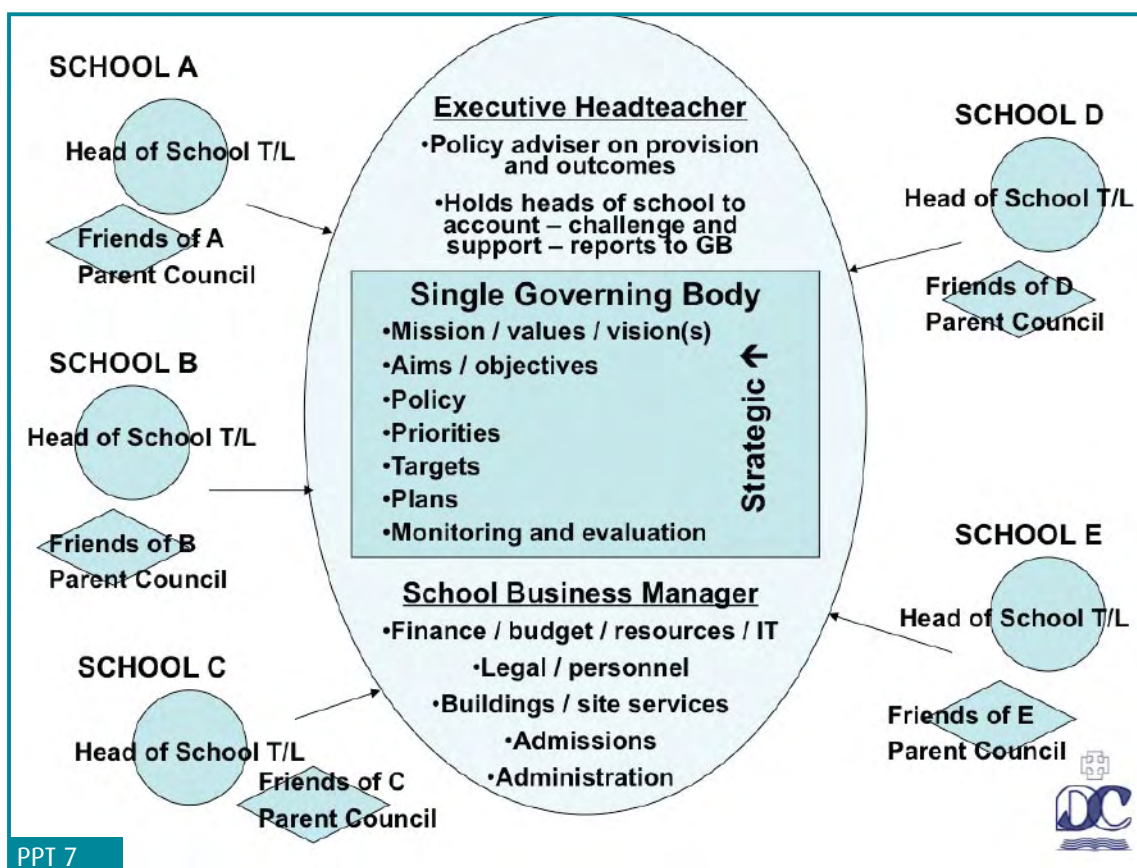
  http://www.standards.dcsf.gov.uk/local/word/continuum0809.doc

PPT 5

Catholic Collegiate of Primary Schools in ----------
Envisioning the Future

PPT 6

Scale and scope

- Children = almost 1000
  - Majority of Catholic children in the area
  - Church of the future
- Budget = £x
  - Efficient and effective use … powerful
  - Impacts on buildings, staffing, resources, training
- Staffing = 100 - 150?
  - Wide range of knowledge, experience, skills, specialisms, leadership to promote growth and exchange of ideas and expertise across all schools
  - Staff networking and deployment across 5 schools
  - Recruitment, induction, development, retention
  - Succession planning … NQT to Headteacher

Single Governing Body

- Fewer governors but high quality
- Committed, corporate, collaborative
- Strategic, high level expertise, time available
- Knowledgeable about:
  - Statutory framework of governance
  - Strategic framework of interface with schools
  - Powers and duties
  - Roles and responsibilities
  - Professional code of practice
- High level of training
- Authority and influence – powerful in the community locally and influential across the Diocese

PPT 9
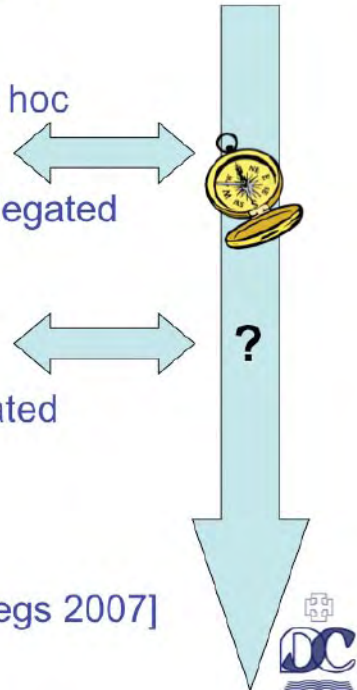
If we want to form a partnership with the other schools?
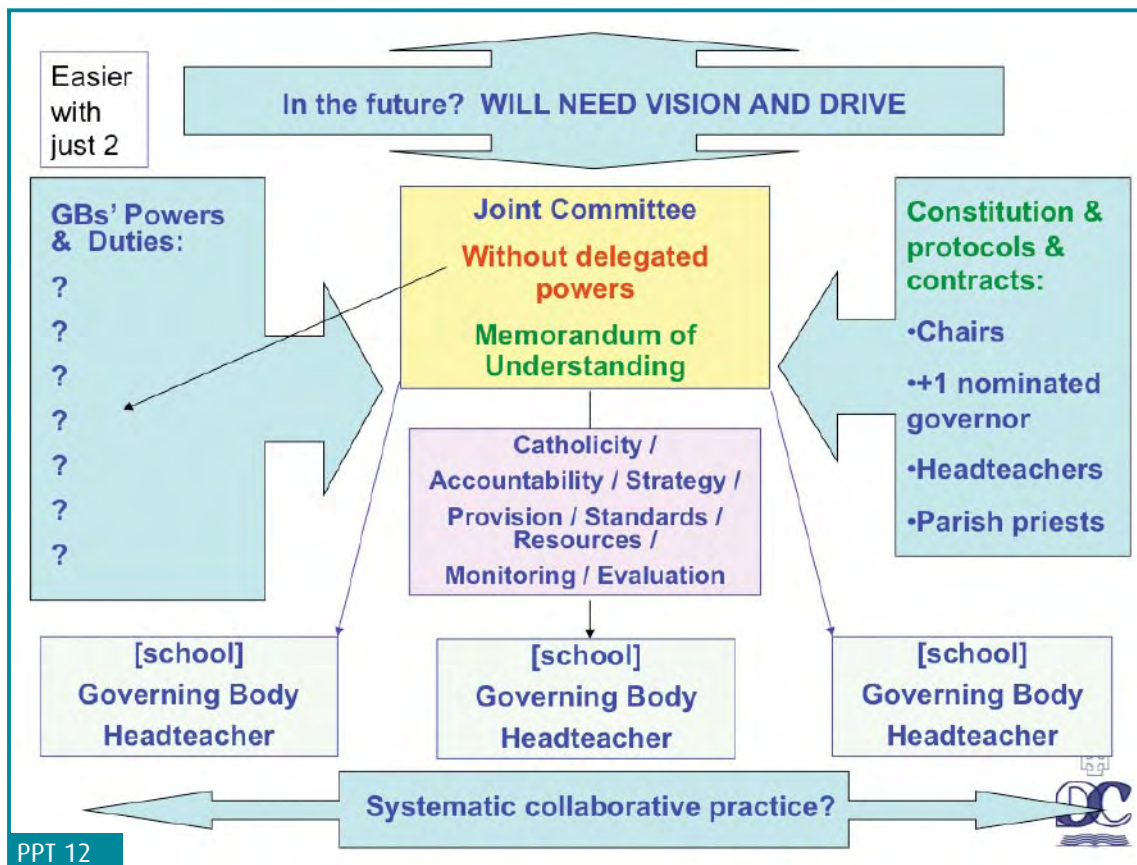
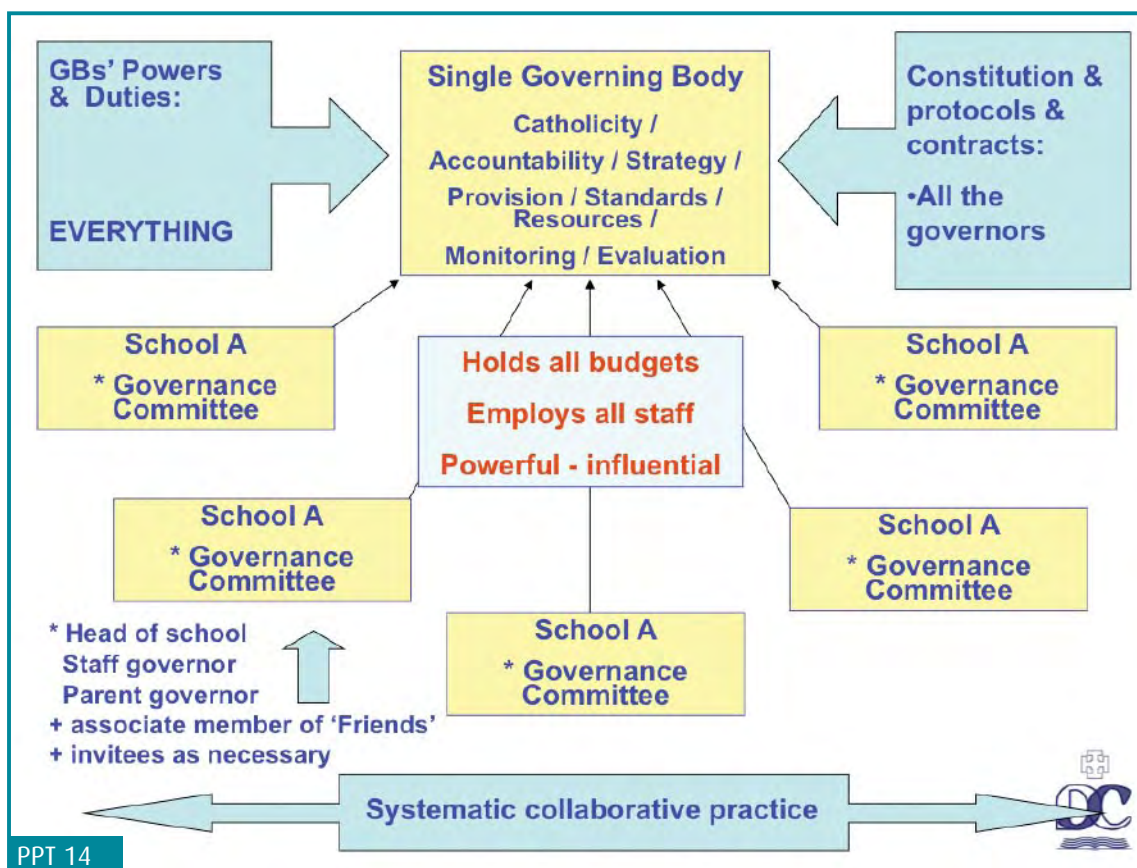## 2 ….. or 3? Implications?
Maybe 4?
What about 5?

PPT 10

PPT 11

PPT 12

PPT 13

Easier with 3 or more

Hard Governance Federation – planned and scheduled

GBs' Powers & Duties:
- Federation strategy
- Catholic ethos
- Policies
- Curriculum
- Staffing
- Appointments
- CPD

Joint Strategic Committee

With delegated powers

Memorandum of Understanding

Catholicity / Accountability / Strategy / Provision / Standards / Resources / Monitoring / Evaluation

Constitution & protocols & contracts:
- Chairs
- +1 nominated governor
- Headteachers
- Parish priests

[school] **Governing Body Headteacher**

[school] **Governing Body Headteacher**

[school] **Governing Body Headteacher**

Systematic collaborative practice

PPT 14

GBs' Powers & Duties:

EVERYTHING

Single Governing Body

Catholicity / Accountability / Strategy / Provision / Standards / Resources / Monitoring / Evaluation

Constitution & protocols & contracts:
- All the governors

School A
* Governance Committee

School A
* Governance Committee

Holds all budgets

Employs all staff

Powerful - influential

School A
* Governance Committee

School A
* Governance Committee

School A
* Governance Committee

* Head of school
Staff governor
Parent governor
+ associate member of 'Friends'
+ invitees as necessary

Systematic collaborative practice

## Scale and scope? Examples

- Appoint SBM
  - remove all admin, finance, personnel, legal and services functions from headteacher / heads of school
- Flexible staffing and deployment across all schools
  - Maternity leaves, secondments, PPA, specialist teaching
- Succession planning
  - retain talent within the 5 schools from NQT through to senior leader – 5 settings with guaranteed entitlement
  - attractive to staff
- Corporate training e.g. LftM etc
- Rolling programmes across 5 schools of refurbishment etc.

PPT 15

How do we get on our way?

- Take ownership

- Address training needs i.e. governors

- Allow time to consider, digest and reflect

- Then ….
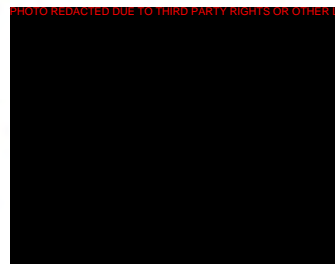
PPT 16

How do we get on our way?

- Agree implementation from [date]
- Constitute membership of joint committee
  - Establish chair / vice-chair and secretary to committee
- Task the committee to project manage the necessary actions to create a **collaboration** with end-date and a goal of **collaborative governance** (with a review date to consider **hard federation**)
  - Schedule against end-date
  - List what needs to be done
  - Distribute tasks / seek support outside the committee
  - Carry out actions
  - Report back
  - Finalise
- DSC / LA / NSC (?) to facilitate
  - Model documentation
  - Advice etc. etc.
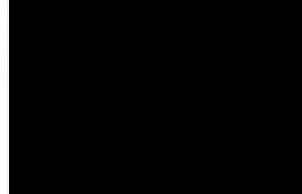
PPT 17

3.9 What are our leadership requirements? Questions for governors

Background

Q1 How would we best describe the communities we serve?
Diversity? Mobility? Aspirations? Opportunities? Engagement?

Q2 What are our schools' relationships with their communities like?
Their perceptions? Our perceptions? Reputation? Strengths? Weaknesses?
Other agencies and professionals?

Q3 What is staffing like at our schools?
Turnover? Quality/quantity? Experience and seniority? Backgrounds? Morale?
Reasons for this?

Q4 How strong is teaching and learning?
Standards of achievement? Student engagement? Strengths and weaknesses?
Particular subject areas?

Q5 What are the strengths, skills and needs of the current senior leadership teams?
Strengths and weaknesses? Needs for support? Style as a team? Cohesion?
Experience? Expected turnover and retirements?

Q6 What are the headteacher's styles of leadership?
Staff perceptions? Habits? Omissions? Character?

Q7 What are the ethos and character of our schools and diocese?
Values? Norms of behaviour? Expectations? Culture? Cohesive or divisive?
Connections to surrounding community?

Q8 Are there any recent events in our history that stand out as important?
Traumas? Celebrations? Changes in status? Folklore?

Q9 Are there any significant projects or changes currently planned?
New buildings? Changes in status? Mergers and closures?

Q10 What are our ambitions?
Greatest hopes? Most needed changes? Dream school?

Challenges and opportunities

Given the answers above:

Q11 What are the most important challenges and opportunities our school faces?

Boundaries and principles

Q12 What principles or values would you expect the roles to abide by?

Q13 What must they absolutely not do?

Q14 What do you think the greatest limitations or barriers will be?

Achievements

Q15 What are the three most important things you would like the roles to achieve over the next few years?

Leadership qualities

Given the answers above:

Q16 What skills and knowledge will the roles need?

Q17 What values and attitudes will be important?

Q18 What characteristics, attributes and personal qualities do we expect?

3.10 Leadership characteristic framework

The following table is based on the National College's framework (NCSL, 2007).

Title	Definition	Level 1	Level 2	Level 3	Level 4
Spiritual Leadership	Visionary, inspired leadership and management centred on the school as a worshipping community, where educational and academic excellence for all pupils is pursued in a Christian context.				
Analytical rigour	The ability to think logically, break things down and recognise cause and effect	Breaks down problems	Recognises cause and effect	Analyses variables	Undertakes analysis of very complex problems
Challenge & support	A commitment to do everything possible for each pupil and to enable all pupils to be successful	Cares for the pupil	Expresses positive expectations	Strives for the best possible provision	Challenges others in the pupil's best interests
Community engagement	Engaging with the aspirations and needs of groups in varied circumstances, understanding their position while persuasively communicating their vision for the school	Sensitive to individuals' aspirations and responses	Sensitive to group needs and dynamics	Communicates and connects own vision to that of others	Reconciles diverse and conflicting agendas
Conceptual thinking	The ability to see patterns and links, even where there is a lot of detail	Uses common sense	Sees patterns	Uses concepts	Makes the complex simple
Confidence	The belief in one's ability to be effective and to take on challenges	Shows confidence	Actively contributes	Expresses a professional view	Rises to challenges
Creating trust	Being consistent and fair. Keeping one's word	Acts reliably	Acts fairly and consistently	Lives up to what he or she professes to believe	Lives up to his or her professed beliefs even when it is difficult to do so
Developing potential	Works to develop the long-term capabilities and potential of others	Shows how	Provides tangible support	Gives feedback & encouragement	Creates development opportunities
Drive for improvement	Relentless energy for setting and meeting challenging targets, for pupils and the school	Wants to do a good job	Sets own standards	Creates improvements	Sets and tackles challenging targets
Enduring resilience	Able to sustain energy, optimism and motivation in the face of pressure and setbacks	Generally optimistic about events	Confident in own agency and ability	Aware of own needs and triggers	Actively manages emotions and energy

Flexibility	The ability and willingness to adapt to the needs of a situation and change tactics	Keeps an open mind	Adapts procedures	Changes tack
Holding people accountable	The drive and ability to set clear expectations and parameters to hold others accountable for performance	Makes expectations clear	Sets boundaries	Demands performance	Confronts poor performance
Impact & influence	The ability and the drive to produce positive outcomes by impressing and influencing others	Uses logic to persuade	Takes actions to persuade	Calculates an impact	Influences indirectly
Information seeking	A drive to find out more and get to the heart of things; intellectual curiosity	Finds out	Digs deeper	Gathers information	Uses own systems
Initiative	The drive to act now to anticipate and pre-empt events	Seizes opportunities and sorts out problems	Acts decisively	Thinks and acts ahead	Prepares for future opportunities
Managing pupils	The drive and the ability to provide clear direction to pupils, and to enthuse and motivate them	Gets pupils on task	Keeps pupils informed	Makes the class effective	Takes actions on behalf of the class
Passion for learning	The drive and an ability to support pupils in their learning, and to help them become confident and independent learners	Creates a learning environment	Shows how	Supports practice	Drives for understanding
Respect for others	An underlying belief that individuals matter, and deserve respect	Listens	Values others	Values others despite provocation	Creates a community where there is mutual respect
Team working	The ability to work with others to achieve shared goals	Helps and supports others	Shares information	Gets inputs from others	Builds team spirit
Empathy	The drive and ability to understand others, and why they behave as they do	Is sensitive to body language	Understands meanings	Understands ongoing behaviour	

Possible skills and knowledge: specific contexts and organisations; project management; personnel and human resources; employment law; ICT; management accounting; budgets; fund-raising; diversity; special educational needs; performance management; strategy formulation; coaching; group facilitation; marketing and communications; timetabling; facilities management; negotiating; media training; specific policy areas or initiatives; child protection; etc

3.11 A school leadership succession policy

Here is an example of a typical school succession policy

1. Aims:

- To support staff in pursuing their vocation to make a difference to childrens' lives

- To support all staff and pupils in developing their leadership skills to their full capacity.

- To recognise and adopt different styles of leadership as necessary and work to establish a culture where leadership at all levels is encouraged.

- To prepare staff in 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, headteachers, governors, dioceses, 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. Only collaboration between schools can offer the diversity of opportunities and resources required.

2.3   It is easier to retain capable, experienced leaders than recruit new ones. Efforts to hold onto valued experienced leaders should be a priority in any succession strategy. However, retention also needs to be considered within the context of a wider unit than just a school. Retaining leaders within the LA and Diocese is a priority.

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. Leaders who have experience in a school with a religious character or in a community school are welcomed.

2.6   The identification of people who can fill leadership positions now, or who have the potential to be effective leaders, should be based on agreed evidence and rigorous assessment.

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 seek to develop a leadership culture where individuals flourish. This will be built on values of accountability, respect, clarity and initiative.

2.9   We seek to construct a range of programmes and processes to develop leadership, integrating these into performance management structures. Demonstrable equality of access is based on explicit criteria linked to the identification of talent as outlined in 2.6.

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:-

- Prefect system to contribute to the behaviour management in school

- Supporting worship in their local parish/parishes

- Pupil manager system to contribute to the smooth running of our day eg, registers

- Peer mediation system

- School council

- Eco-council and Healthy School council

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

- When appointing senior leaders we look for the capacity to lead and support the values of a faith community.

- When recruiting new staff we are flexible and consider a range of leadership models, not just the existing staffing model.

- Consider the skills and characteristics of potential leaders, including transferable skills from outside teaching, utilising the best practice in equal opportunities when appointing staff.

- Ensure that due consideration is given to the work-life balance of the headteacher 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.

- Model leadership and encourage development through coaching and shadowing.

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

We have adopted as a framework, the leadership competencies set out in the National College version of 'Leadership characteristics' at the end of this policy. 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 full framework for leadership characteristics can be found in the appendix.

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.

- **Induction policy.** The statutory induction of newly qualified teachers is covered in our induction policy. Newly qualified teachers may have had leadership experience outside of teaching and this will be recognised when planning their induction and particularly when moving from the end of their induction period into the PM process.

- **Pay policy.** Our pay policy recognises the staffing structure and leadership model of this school. It also contains our statement on the use of recruitment and retention allowances.

6. Monitoring and review

– We will appoint a lead 'Succession Planning' governor who will take a specific role in linking with the Diocese and LA on relevant matters, endeavour to keep abreast of current information and champion our work on leadership.

– The effectiveness and use of this policy will be monitored by the 'personnel' governor committee. It is reviewed every two years.

Signed: ....

Date: ....

Leadership characteristics

(based on National College characteristics)

Characteristics	Definition	Level 1	Level 2	Level 3	Level 4
Spiritual leadership	Visionary, inspired leadership and management centred on the school as a worshipping community, where educational and academic excellence for all pupils is pursued in a Christian context.				
Analytical rigour	The ability to think logically, break things down and recognise cause and effect	Breaks down problems	Recognises cause and effect	Analyses variables	Undertakes analysis of very complex problems
Challenge and support	A commitment to do everything possible for each pupil and to enable all pupils to be successful	Cares for the pupil	Expresses positive expectations	Strives for the best possible provision	Challenges others in the pupil's best interests
Community engagement	Engaging with the aspirations and needs of groups in varied circumstances, understanding their position while persuasively communicating their vision for the school	Sensitive to individual's aspirations and responses	Sensitive to group needs and dynamics	Communicates and connects own vision to that of others	Reconciles diverse and conflicting agendas
Conceptual thinking	The ability to see patterns and links, even where there is a lot of detail	Uses common sense	See patterns	Uses concepts	Makes the complex simple
Confidence	The belief in one's ability to be effective and to take on challenges	Shows confidence	Actively contributes	Expresses a professional view	Rises to challenges
Creating trust	Being consistent and fair, keeping one's word	Acts reliably	Acts fairly and consistently	Lives up to what he or she professes to believe	Lives up to his or her professed beliefs even when it is difficult to do so
Developing potential	Works to develop the long-term capabilities and potential of others	Shows how	Provides tangible support	Gives feedback and encouragement	Creates development opportunities

Leadership characteristics

(continued)

Characteristics	Definition	Level 1	Level 2	Level 3	Level 4
Drive for improvement	Relentless energy for setting and meeting challenging targets, for pupils and the school	Wants to do a good job	Sets own standards	Creates improvements	Sets and tackles challenging targets
Enduring resilience	Able to sustain energy, optimism and motivation in the face of pressure and setbacks	Generally optimistic about events	Confident in own agency and ability	Aware of own needs and triggers	Actively manages emotions and energy
Flexibility	The ability and willingness to adapt to the needs of a situation and change tactics	Keeps an open mind	Adapts procedures	Changes tack	Applies optimal model in finding solutions
Holding people accountable	The drive and ability to set clear expectations and parameters to hold others accountable for performance	Makes expectations clear	Sets boundaries	Demands performance	Confronts poor performance
Impact and influence	The ability and the drive to produce positive outcomes by impressing and influencing others	Uses logic to persuade	Takes actions to persuade	Calculates an impact	Influences indirectly
Information seeking	A drive to find out more and get to the heart of things; intellectual curiosity	Finds out	Digs deeper	Gathers information	Uses own systems
Initiative	The drive to act now to anticipate and pre-empt events	Seizes opportunities and sorts out problems	Acts decisively	Thinks and acts ahead	Prepares for future opportunities
Managing pupils	The drive and the ability to provide clear direction to pupils, and to enthuse and motivate them	Gets pupils on task	Keeps pupils informed	Makes the class effective	Takes actions on behalf of the class

Leadership characteristics

(continued)

Characteristics	Definition	Level 1	Level 2	Level 3	Level 4
Passion for learning	The drive and an ability to support pupils in their learning, and to help them become confident and independent learners	Creates a learning environment	Shows how	Supports practice	Drives for understanding
Respect for others	An underlying belief that individuals matter, and deserve respect	Listens	Values others	Values others despite provocation	Creates a community where there is mutual respect
Team working	The ability to work with others to achieve shared goals	Helps and supports others	Shares information	Gets inputs from others	Builds team spirit
Empathy	The drive and ability to understand others, and why they behave as they do	Is sensitive to body language	Understands meanings	Understands ongoing behaviour	Identifies and promotes empathetic behaviour in others

Possible skills and knowledge

The skills and knowledge for leaders are defined in the National Professional Standards like Headteacher Standards, Subject Leaders and so on.

The leadership characteristics above can be applied to a wide variety of specific contexts and organisations at all levels. Staff who aspire to leadership [and there are staff who will want to exercise leadership as well as those who aspire to excellent teacher status] can take on increasingly complex leadership roles as a means of improving their skills. The starting point will be self-awareness. Potential and actual leaders may want to use the characteristics table above as part of the Performance Management process as an audit and then, with support as necessary, identify areas for further development. The following list of contexts is not exhaustive but illustrative of the types of areas in which leadership skills can be further developed.

For example, project management; personnel and human resources; employment law; information and communications technology; management accounting; budgets; fund raising; diversity; special educational needs; performance management; strategy formulation; coaching; group facilitation; marketing and communications; timetabling; facilities management; negotiating; media training; specific policy areas or initiatives; child protection; governance and working with and for professional associations.

3.12 A succession planning policy statement and checklist for a governing body

3.12.1 Policy statement

Governing bodies are invited to adopt this policy statement as a way of maintaining a focus on leadership development and succession planning for all staff within their school.

Rationale

– Great schools need great leaders.

– All schools, dioceses and local authorities in England are facing a challenge in leadership recruitment, given the numbers of highly experienced leaders due to retire over the next few years.

– To meet this challenge, we will have to:

  • grow our own leaders which will benefit our school as well as other schools that they may move on to

  • work collaboratively with other schools to create the right opportunities for our potential leaders of the future

  • maximise the leadership potential of all staff, and in particular groups that have traditionally been under-represented in leadership positions

Aims

Our governing body is committed to developing the school workforce in ways that:

– distribute leadership throughout the school

– utilise the strengths and gifts of individual staff and enable them to contribute to their maximum potential

– provide leadership development opportunities that enable staff to progress within the school and beyond and contribute to leadership capacity in schools within this diocese and beyond

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

Key questions for headteachers

There are three categories of question that as a governing body we will ask our headteacher on a routine basis:

– leadership skills and requirements

– leadership potential

– leadership opportunities

Leadership skills and requirements

- What are the leadership skills and experience needed to implement the school development plan over the short-, medium- and long term?

- How close is the match between our current leadership experience and skills and that required over the next few years?

- What additional leadership skills, experience and capacity might we need over the next few years?

Leadership potential

- How do we identify and nurture our potential leaders of the future?

- How do we use performance management and review processes to develop our future leaders?

Leadership opportunities

- What leadership development opportunities have been available to our staff and what has been the take-up?

- How can we use any forthcoming recruitment opportunities to strengthen leadership capacity, particularly around our priorities?

- What links do we have with other schools to share opportunities for leadership development?

- 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?

- Do we give a sufficiently clear message about our commitment to leadership development when advertising posts?

Implementation

Through an appropriate committee or as part of governing body meetings, we will:

- monitor annually leadership development opportunities available within and outside the school and their take-up

- keep under review the work–life balance of staff

- maintain an overview of the school's staffing profile and implications arising from this

- support the development of a school culture which is seen by all current and prospective staff to offer leadership development opportunities that benefit individual staff as well as the school

- ensure the allocation of sufficient funding from the school budget to support agreed priorities for leadership development

Effective leadership development and succession planning in school:

- makes clear links in its school development plan to spiritual formation for leadership, leadership development and succession planning

- ensures that the self-evaluation form addresses workforce capacity and development

- makes all staff aware of leadership development opportunities in the diocese and beyond and encourages access and participation

- identifies leadership potential and enables training and support for development

- regularly reviews and evaluates the leadership structure and its effectiveness with an eye on opportunities for the development of new models of leadership

- judges it a success when a member of staff moves on to a leadership position at another school

- makes appointments to leadership roles which while meeting the needs of the school also provides opportunities for candidates with potential

- ensures appropriate induction and support for all staff, including those in leadership roles

- promotes the school's commitment to leadership development to external candidates

- supports leadership development opportunities which include:

  - work shadowing of headteachers and other members of the senior leadership team for staff who aspire to senior leadership positions (both within the school and in other schools)

  - exchanges and visits to other schools

  - use of mentoring and coaching schemes

  - providing short, focused leadership opportunities for aspiring leaders

Monitoring our workforce profile

We will monitor annually, making comparisons with other similar schools in the diocese and local authority where possible:

- number and deployment of staff

- age, gender, ethnicity and disability profile of staff

- teaching and learning responsibilities

- age and gender profile

- staff turnover rate

  - number of leavers per annum

  - length of time working at the school

  - destinations of leavers

  - exit questionnaire feedback

- trends in application rates

- number of staff engaged on leadership development programmes (eg, NPQH, Leadership Pathways, Leading from the Middle and diocesan leadership programmes)

3.12.2 Monitoring checklist for governors

Strategy The governing body has debated the key issues within the diocese's leadership development and succession planning strategy.	Yes/No		
	In place	**Not yet in place**	**Action to be taken and when**
Policy The diocese's policy has been considered and accepted or the governing body has written its own policy.			
Work-life balance The governing body ensures an appropriate work-life balance for all staff in accordance with the National Workforce Agreement.			
Leadership development opportunities Leadership development opportunities are monitored annually across the school and link with other schools across the diocese. We monitor annually the extent to which the school has engaged in appropriate local and national leadership development and succession planning initiatives.			
Staffing profile The governing body maintains an overview of the school's staffing profile and implications arising from this.			
Finance The governing body ensures sufficient funding from the school budget to support agreed priorities for leadership development.			

School: ....

Name of chair of governors: ....

Signed: .... Date: ....

3.13 Diocesan strategies for succession planning

The following materials were produced and kindly shared by Chelmsford Diocesan Board of Education. They have been slightly adapted for this publication.

3.13.1 Succession planning strategy – Example from the Diocese of Chelmsford

Our mission statement

- To promote distinctive education of high quality within the Diocese of Chelmsford, consistent with the faith, practice and values of the Church of England.

- To work with schools, parishes and all places of learning in the diocese in ensuring that every child matters within God's Kingdom.

Policy for succession planning

Strategic aim:

- To secure the supply of high-quality school leaders of church schools, in the context of an increasing number of senior leader retirements and a shortage of applicants.

Specific aims:

1. To ensure that the core values of the diocesan board of education underpin all of our work on succession planning.

2. To have a strong and sufficiently deep pool of talented potential school leaders from which to select our future headteachers.

3. To develop, train and support a pool of deputy headteachers who are able to move to headteacher vacancies in the diocese.

4. To establish a development and retention programme for our experienced headteachers.

5. To support our governing bodies in recognising and making leadership development of their staff in schools a key priority.

6. To work with national and local partners to create a culture of shared responsibility for building leadership capacity for the future.

The values underpinning our strategy:

1. The quality of leadership in our church schools, at all levels, has a significant impact on their standards and on their Christian distinctiveness.

2. School leadership is most effective (and doable) when it is distributed.

3. Every school has a responsibility to support high-quality leadership development training, and local succession planning strategies.

4. Although every school should play its part in providing and making available leadership opportunities for its staff, sustainable solutions are only likely to be developed when schools and other key agencies (eg, local authority and diocesan authorities) work together.

5. All teachers aspiring to leadership positions in a church school should have an entitlement to a leadership development programme and associated opportunities through the diocese.

What we know:

1. The diocesan education team currently has no formalised policy for succession planning.

2. The team has good working relationships with its headteachers and governors and therefore a good understanding of the leadership structures within its schools.

3. There has been a considerable fall in the average number of applicants for headship and deputy headteacher positions in church schools across the diocese; this reflects the situation in church and community schools nationally.

What we do:

1. Provide a training and support programme for headteachers, deputy headteachers and other senior managers aspiring to headship.

2. Provide a training programme for new foundation governors.

3. Have good working relationships with the eight local authorities in the diocese and work in close partnership with them.

4. Ensure that there is a diocesan adviser supporting governing bodies through the recruitment process for heads and deputies.

5. Ensure that there is a lead officer for succession planning and that there is diocesan representation at National College and Church of England's National Society for Promoting Religious Education succession planning and training events.

What we don't know:

1. The length of time that deputy headteachers and headteachers have been in post; and also the frequency of early retirements.

2. The age profile of our headteachers and deputy headteachers.

3. On a systematic basis, the number of enquiries and applications made for each senior position, and the reasons why potential candidates do not apply.

4. The number of church school headteachers and aspiring church school leaders who move out of the diocese, and the reasons why.

5. The proportion of headteacher vacancies that have to go to more than one advert.

6. The extent to which key stakeholders (including headteachers and governors) are aware of and signed up to the need for urgent action in regards succession planning.

7. The effectiveness of our training programme for senior managers and governors.

What we don't do:

1. Evaluate systematically the effectiveness of our training programme for senior managers and governors.

2. Keep a statistical database of information needed for effective succession planning within the schools in the diocese.

3. Have in place effective strategies to collect relevant information to assist in the formulation of such a database.

4. Share succession planning issues with the diocesan board of education.

Key immediate actions:

1. Liaise with local authority recruitment officers to collect statistical data pertaining to succession planning issues across the diocese.

2. Research our own records to inform the data collection.

3. Consider effective and manageable strategies that could be used to assist in the ongoing collection of data.

4. Share general succession planning issues with the diocesan board of education.

5. Consider creation of a succession planning working party, for example as a subcommittee of diocesan board.

6. Agree and implement a succession planning strategy document which has the support of the diocesan board, schools and other key stakeholders.

7. Hold regular meetings of the succession planning working group in order to evaluate progress and respond to changing needs, stimulate support and offer feedback.

8. Report back on progress to the diocesan board and other stakeholders on a regular basis and provide ongoing opportunities for feedback and contributions.

What we have done so far:

1. Identified a lead officer for succession planning from the education team.

2. Liaised with Essex Local Authority over the collection of statistical data.

3. Attended training provided by the Church of England's National Society for Promoting Religious Education and the National College to assist in the creation of a diocesan policy.

4. Liaised with National College regional succession consultants and established a pattern of regular meetings to share progress and exchange information.

So what do we need to do?

Based on the above analysis, we need to focus on the following areas of work, which we have divided into short-, medium- and long-term priorities. This does not necessarily indicate the level of importance but the timescale that will be needed to make progress.

Short-term priorities

Aspects to explore	Actions
– Readvertising rate for leadership vacancies/ recruitment difficulties – Lack of consistent data routines	– Communicate effective practice in marketing leadership positions. – Liaise with other local authorities and research own records to collect relevant data. – Establish routine data collection and analysis to consider how effective our recruitment is as well as the trends in the profile and movement of senior leaders.
– Creation of diocesan succession planning strategy	– Share thinking about a diocesan policy with the team and diocesan board. – Write and agree policy document.
– Need for ongoing engagement by headteachers and governors with regard to the importance of succession planning as part of leadership development	– Raise awareness across the diocese for the need to take action, and continue to do so (through training and cluster groups). – Link with local authorities as necessary. – Research and promote new models of headship such as federation, partnership schools and executive headship.

Medium-term priorities

Aspects to explore	Actions
– Development of middle managers through development of existing practice for training – Effectiveness of diocesan leadership training	– Extend invitation to annual headteachers' conference to deputies. – Offer course for those aspiring to church school headship. – Initiate evaluation process for leadership training courses in order to gauge
– Diocesan involvement in development of governor understanding of succession planning issues	– Consider how the diocese might roll out National College training materials to governors in our church schools.
– Lack of consistent data routines	– Consider with school's advisers the possibility of using an annual questionnaire to support data collection on succession planning issues.

Succession planning working group: terms of reference

Task

The task is to develop the future strategy for succession planning for leadership in church schools within the diocese. This should involve:

- considering the national initiatives and those of other dioceses for succession planning
- developing plans together with officers for succession planning in the Diocese of Chelmsford
- supporting as appropriate the work of officers in succession planning

Membership:

Minimum of three members of the diocesan board of education

Up to four co-opted members with current and relevant experience

Supported by:

Diocesan director of education

Lead officer of the education team for succession planning

Other advisers as required

Convenor:

Lead officer for succession planning

Secretary:

To be decided by members of the group. The secretary will produce notes of each meeting.

Timeframe:

March 2010–December 2010

Meetings:

To be decided by members of the group.

Reporting to the Diocesan Board of Education

Notes of meetings will be passed to the Diocesan Director of Education and Chair of the Diocesan Board of Education, who will decide when these should be reported to the diocesan board of education.

3.13.2 Leadership and succession planning strategy - Example from the Diocese of Westminster

The following materials were produced and kindly shared by Diocese of Westminster.

Aspiring to Leadership in Diocesan Schools

Aims:

- Sustain high quality school leadership
- Develop the leaders of the future
- Support headteacher and leadership development

The contribution of leadership and management to school improvement is critical. In Westminster Diocese we celebrate outstanding quality leadership in many of our schools and this enables children and young people to achieve their full potential and improve their life chances.

In a changing national and diocesan context however new challenges arise for our school leaders, governing bodies and the diocese in ensuring that we are able to sustain our current leadership and develop leadership talent for the future.

The demands of the 'Every Child Matters' agenda, the development of extended schools and the challenges of leading a Catholic school mean that the current models of leadership may not be manageable or effective for the future. We need to look at new leadership models for multi agency working and contributions to community provision whilst keeping at the heart "educating within the mission of the Catholic Church".

Demographic trends nationally indicate that between 2009-2011 we will face a significant challenge in the recruitment of school leaders as large numbers or headteachers, deputies and assistant headteachers retire over the next five years. In Westminster Diocese 30 per cent of serving headteachers at both Primary and Secondary level are able to retire within the next five years (compared to 28 per cent nationally for all schools). This equates in real terms to 57 Primary schools and 12 Secondary.

The figures borough by borough indicate more pressure in some areas than others.

We are in the process of securing similar data for deputy headteachers. The worry for many schools is where both are likely to retire together.

To meet this challenge we will:

- Promote leadership in schools at all levels
- Support the building of leadership capacity within our schools
- Provide guidance and support to headteachers and governing bodies for succession planning
- Keep under review examples of different successful models of headship
- Work closely with The National College for School Leadership Strategy in collaboration with Local Authorities and other Dioceses

The National College for School Leadership talks of a national problem and a 'local' solution. Our strategy aims to provide the 'local solution' in partnership with schools and the Local Education Authorities in which schools are placed

Priorities

Priority I – Promoting School Leadership in Westminster Diocese.

This is for leaders and potential leaders at all levels in schools and will:

- Provide coherent guidance, training and support
- Promote aspirations to senior leadership and beyond
- Provide information for leaders and aspiring leaders on training and development opportunities

Action:

- Review current Diocesan Leadership and CPD programmes to Schools

"Leadership is more than an aggregation of technical skills. It requires the engagement of all aspects of the person."

- Identify leadership pathways from emerging leader to beyond headship
- Draw together training and development opportunities at local, diocesan and national levels for individuals or schools

In partnership with schools:

- Aim to develop strategies for spotting individuals with leadership potential at an early stage
- Offer coaching and training to encourage talented leaders to stay in the Diocese
- Set up Leadership Development and Partnership groups including headteachers, senior leaders and governors
- Collaborate with Local Authorities on their leadership strategies to support our schools

Priority II – Supporting and Developing Headteachers:

This recognises the pressures and challenges of headship and acknowledges the need for high quality professional development to renew and refresh approaches to headship.

Governors play a crucial role in this. We will work together to:

- Develop strong support structures and effective succession planning for the future
- Increase the focus on early, middle and senior leadership development
- Promote successful distributed leadership models to support the role of headteacher

Action: In partnership with NCSL programmes and Local Education Authorities programmes we will review our induction programme for all new headteachers in the context of the Catholic School.

- We will aim to meet the training needs of those new to Westminster as well as those new to headship
- Offer opportunities to create informal support networks for the future
- In partnership with headteachers review our conference programme and effective professional development for Headship

We will aim to encourage and facilitate where appropriate:

– Opportunities to work beyond the current school including secondments, coaching and consultancy

– Seek ways in which the expertise of our retiring headteachers can be retained in the Diocese

– Set up a Headteacher Support Service which is confidential – offers peer support and is available for periods of difficulty and stress

Priority III – Promoting Headship in the Diocese:

We want to encourage as many high quality potential leaders as possible to aim for headship in diocesan schools.

This will mean promoting a role that is:

– An attractive and natural progression in leadership development

– Accessible for a wide and diverse range of future leaders

Headteachers are best placed to promote and enthuse future school leaders.

We will:

– Create a pool or headteacher 'advocates' to promote the role of Catholic headship

– Identify schools as beacons of excellence in leadership development

We look forward to working in partnership with schools, governors, local authorities and NCSL in establishing 'local models' which are viable and effective for future settings in Westminster Diocese.

3.14 A stocktake of the seven local actions: how well are we doing?

Because of the nature of the questions that follow, this only works for either a) a diocese relating to its own staff or b) in a school relating to the school staff. Dioceses are likely to need to develop two versions: one for use with schools and one across the diocese as the questions would not be the same for both.

Local action diagnostic survey

This questionnaire helps you to focus on your effectiveness as a diocese in the cycle of seven detailed local actions.

Instructions

This tool is best used as a collective activity. Assemble senior leaders from across your diocese and diocesan officers where possible. It might be useful for example as an exercise at a meeting of headteachers and/or governors. The questions relate to both school and diocesan practice. Rate your current performance on each question on the scale of 1-6 provided where 1 is low and 6 is high. Reflecting on the answers gives an opportunity for discussion and planning ways forward. For example, the statement 'Our pay and benefits are comparable with similar dioceses' could promote an analysis of the pay grades used to set headteacher salaries across similar dioceses and offers a vehicle for discussing what benefits are offered by the diocese. Is the diocese clearly promoting the induction, support and opportunities for spiritual refreshment and system leadership roles that are available? What are the key reasons to work in this diocese?

Retaining talented leaders	Low					High
Leaders feel that they are well managed and given appropriate direction.	1	2	3	4	5	6
Leaders feel that their work is personally meaningful and consequential.	1	2	3	4	5	6
There is a variety of options available for experienced headteachers to progress to.	1	2	3	4	5	6
We encourage people to step up to new challenges.	1	2	3	4	5	6
We work hard to understand the needs and aspirations of each leader.	1	2	3	4	5	6
We have a tailored approach to retaining our most talented leaders.	1	2	3	4	5	6
Our pay and benefits are comparable with those of similar dioceses.	1	2	3	4	5	6
	Score					

Attracting talented leaders	Low					High
Our leaders have a positive affinity with their school and its wider partners.	1	2	3	4	5	6
We can define what is different about working in our diocese.	1	2	3	4	5	6
Our employment practices reflect our aims and values.	1	2	3	4	5	6
Our recruitment practice models the behaviours we want in new leaders.	1	2	3	4	5	6
We know why applicants choose to apply for jobs with us.	1	2	3	4	5	6
We are consistent in the way we present our schools/sector to the recruitment market.	1	2	3	4	5	6
We have a strong structure of internal communications.	1	2	3	4	5	6
	Score					

Identifying talented leaders	Low					High
We know who our top performers are and who has real potential for senior leadership.	1	2	3	4	5	6
We have formally assessed most of our staff against our role definitions.	1	2	3	4	5	6
We usually know when people will be ready for their next move.	1	2	3	4	5	6
We have prepared individual development plans for most of our leaders.	1	2	3	4	5	6
We tailor development plans according to individual need and potential.	1	2	3	4	5	6
Our development plans take account of risks and barriers to achieving potential.	1	2	3	4	5	6
We strike a good balance between internal promotion and external recruitment.	1	2	3	4	5	6
	Score					

Recruiting and inducting leaders	Low					High
We carefully analyse the requirements of each role before advertising a vacancy.	1	2	3	4	5	6
We base recruitment decisions on a detailed person specification.	1	2	3	4	5	6
We prioritise a small number of essential criteria for success when recruiting leaders.	1	2	3	4	5	6
Our recruitment process is efficient, quick and courteous.	1	2	3	4	5	6
We look for the right attitude and potential, not background or similarity.	1	2	3	4	5	6
We use a range of mutually supporting assessment techniques during recruitment.	1	2	3	4	5	6
We have a structured programme of support and mentoring for new leaders.	1	2	3	4	5	6
	Score					

Developing leaders	Low					High
We have a well-understood set of training and development programmes for leaders.	1	2	3	4	5	6
We have a broad range of development opportunities, with many different styles.	1	2	3	4	5	6
We share development opportunities and resources between institutions.	1	2	3	4	5	6
We are clear about the effectiveness of different development activities.	1	2	3	4	5	6
Staff get access to development according to a clear assessment of need.	1	2	3	4	5	6
We hold leaders accountable for developing their staff.	1	2	3	4	5	6
We hold individuals accountable for meeting their development objectives.	1	2	3	4	5	6
	Score					

Accelerating progression	Low					High
We know what the potential for senior leadership looks like.	1	2	3	4	5	6
We have formal processes for assessing and measuring potential for leadership.	1	2	3	4	5	6
We look for leadership talent wherever it may exist rather than traditional sources.	1	2	3	4	5	6
We match the pace of progression to an individual's capability rather than tenure.	1	2	3	4	5	6
We have reached a consensus on the principles of accelerated development.	1	2	3	4	5	6
It is possible to combine a fast -track career with family and other responsibilities.	1	2	3	4	5	6
We are consciously looking for a new model of leadership for tomorrow's needs.	1	2	3	4	5	6
	Score					

Managing and supporting careers	Low					High
People are usually clear about the options for their next career move.	1	2	3	4	5	6
People usually understand our view of their long-term potential.	1	2	3	4	5	6
We encourage timely and appropriately career moves and stepping-up opportunities.	1	2	3	4	5	6
People's careers develop at a pace that genuinely suits them and their ability.	1	2	3	4	5	6
People see sufficient opportunities for progression within the local area.	1	2	3	4	5	6
Career progression is based on performance and potential, not length of tenure.	1	2	3	4	5	6
We have frequent and open conversations about career progress.	1	2	3	4	5	6
	Score					

3.15 Judging success

The following is an example of a document from a local authority which sets out the expected outcomes of its succession planning strategy. It has been slightly adapted for this publication.

Expected outcome	How will we know that we are effective
Newly appointed headteachers are supported through a strong mentoring system and induction programme.	All newly appointed headteachers take up opportunities for mentoring and induction. An annual survey of newly appointed headteachers shows that over 90 per cent rate the programme as good or better (on a four-point scale) and would recommend it to others.
Future leaders are identified early and supported to leadership positions.	SIP reports, local authority officer school visits and reports from governing bodies show that over 90 per cent of schools are providing appropriate leadership development opportunities for school staff. Local authority data shows that at least 60 per cent of promoted posts are from in-borough candidates. Sample surveys shows that at least 80 per cent of school staff believe that they are well supported to develop as leaders both in their own schools and by the CPD available to them. Sample surveys of BME teachers show that increasing proportions aspire to and are securing senior leadership positions.
Performance management takes leadership development into account.	SIP reports, local authority officer school visits and reports from governing bodies show that over 90 per cent of schools undertake performance management of staff which includes their leadership development.
Recruitment of headteachers is more successful.	No headteacher posts are readvertised due to a lack of a sufficient field to draw up a shortlist. Local authority officers involved in shortlisting headteacher posts judge that the field of candidates provides sufficient confidence that a strong appointment can be made. There is an increase in the number of applications of BME candidates with an increased number of BME headteachers appointed.
Leadership expertise is shared across our schools.	There is a growing number of examples and a greater desire for schools to share leadership expertise as judged by local authority officers. A sample survey of senior school leaders indicates that over 90 per cent are keen to share leadership expertise and be involved in that process.
A range of leadership models is evident across our schools, when and as appropriate.	All schools routinely consider different models of leadership (including federations and co-headships) when reviewing the future leadership needs of their school, usually in the context of a headteacher appointment (HR/GBSU judgement).

Expected outcome	How will we know that we are effective
Schools and governing bodies are prepared for headteacher and senior leader recruitment.	All schools seek appropriate support and use it effectively when recruiting to senior positions. There are no substantiated complaints from candidates about unfair or inappropriate recruitment practices. No candidates withdraw from the recruitment process because of poor recruitment practice (HR/GBSU judgement and data).
There is a shared understanding among all our stakeholders about what good leadership looks like.	A sample survey of headteachers, aspiring headteachers and chairs of governing bodies indicates that there are strongly shared views about the key qualities and skills headteachers need now and in the future.
A strong retention strategy encourages our most experienced school leaders to invest more of their career in our schools.	Exit interviews and data show that no headteacher left the local authority because of the lack of development opportunities. There is a reduction in the number of headteachers retiring early. An annual sample survey of headteachers shows strong support for the development opportunities available to them.

3.16 Succession planning: some facts and figures

National College
for Leadership of Schools
and Children's Services

Succession Planning

The facts and figures

Inspiring leaders to
improve children's lives

National College
for Leadership of Schools
and Children's Services

Summary

The profession continues to face a significant **demographic challenge**
- Two-thirds of headteachers are 50 years or older, and one third are 55 or over
- Latest forecasts suggest that one-third of heads will retire by 2012 and the annual retirement rate is expect to continue to rise steadily until at least that date
- Headteachers have always been older but never in these unique numbers – in the late 90s only 40% were 50 years or older and only 13% were 55 or over

The **supply of new headteachers** will need to match the retirement of the baby boomers
- About one-quarter of assistant and deputy headteachers are 55 years and older and will soon be retiring from the profession
- Historically NPQH supply has exceeded headship demand in all phases but the supply of heads in primary remains relatively lower than secondary
- The labour market for senior school leaders has tightened in the last few years, particularly in primary and special and in small schools and those of a religious character

The National College is **taking action to reduce the risk** of headteacher shortages by bringing more high quality people through more quickly to senior leadership and headship and seeking to retain the best.
- There is strong and rising aspiration to progress to headship
- NC has achieved significant engagement with the succession planning challenge across the country through its local solutions approach
- National Succession Consultants are working in partnership with Local Authorities, diocese, headteachers and governing bodies to tackle the challenge
- There is encouraging evidence of progress against the key indicators

The College is working to embed a systematic and sustainable approach to ensuring the **highest quality leaders at all levels appropriate for the schools and learners of the 21st century**

2

Inspiring leaders to
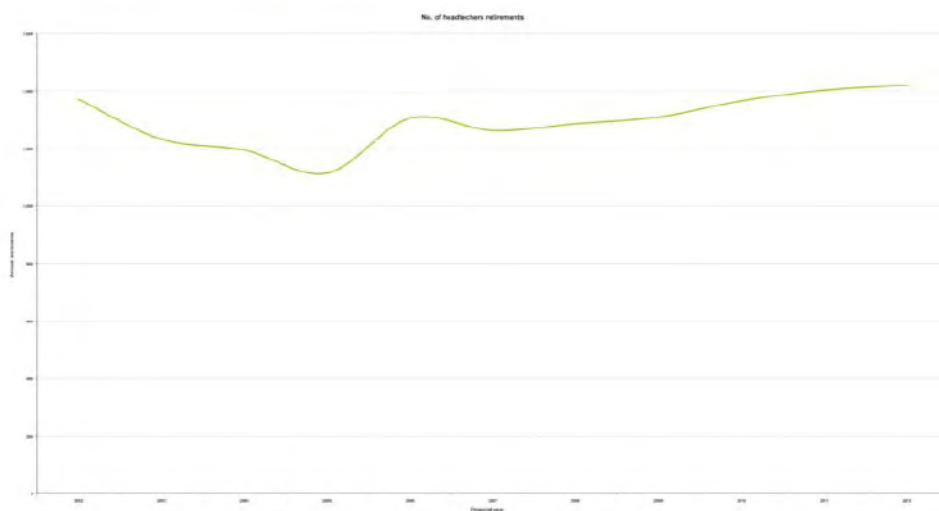improve children's lives

The profession faces a significant demographic challenge
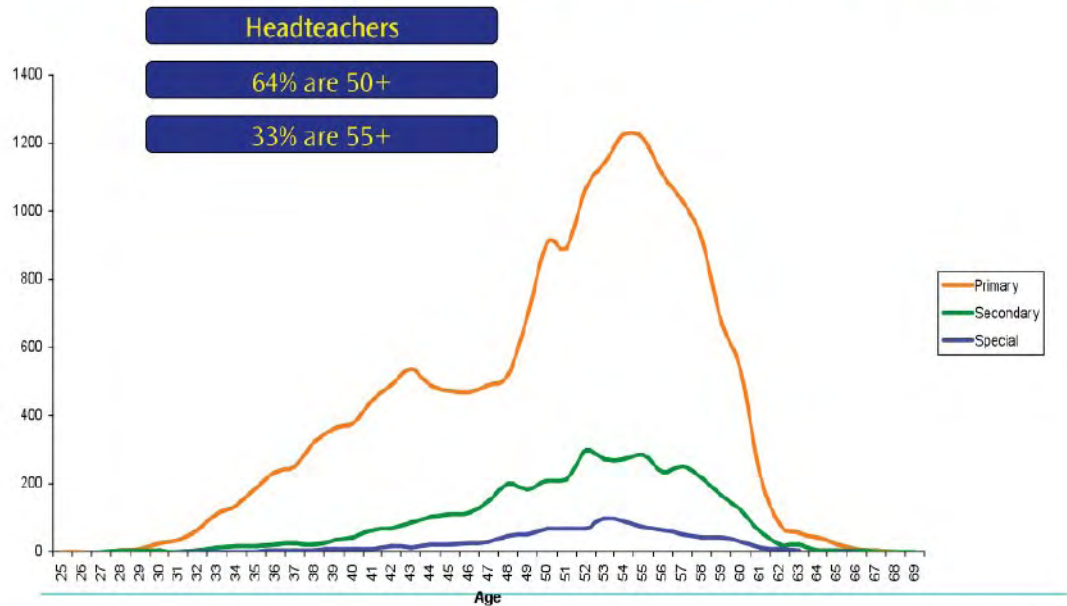
Headteachers

64% are 50+

33% are 55+

Primary
Secondary
Special

Age

Sourced from the latest DCSF Pensions Database of Teacher Records (as at 31/03/2007)

Inspiring leaders to improve children's lives

National College
for Leadership of Schools and Children's services

Forecasts suggest that one-third of headteachers will retire between 2008/9 and 2012/13. The rate of retirements will continue to rise steadily until at least that date

No. of headteachers retirements

Source: Leadership Supply Model 06/11/2008

Inspiring leaders to improve children's lives

National College
for Leadership of Schools and Children's services

Headteachers have always been older but never in these unique numbers...

In 1997 only 40% of headteachers were 50 years or older and only 13% were 55 or over

	1977	1987	1997	2007
50+	43.2	42.1	40.3	64
55+	19.4	21.2	12.8	33

DCSF sourced data

5

Inspiring leaders to improve children's lives

The replacement supply of HT will come from the Senior Leader population

Age Profile of non-HT Senior Leaders

23% are 55+

45% are 50+

Primary
Secondary
Special
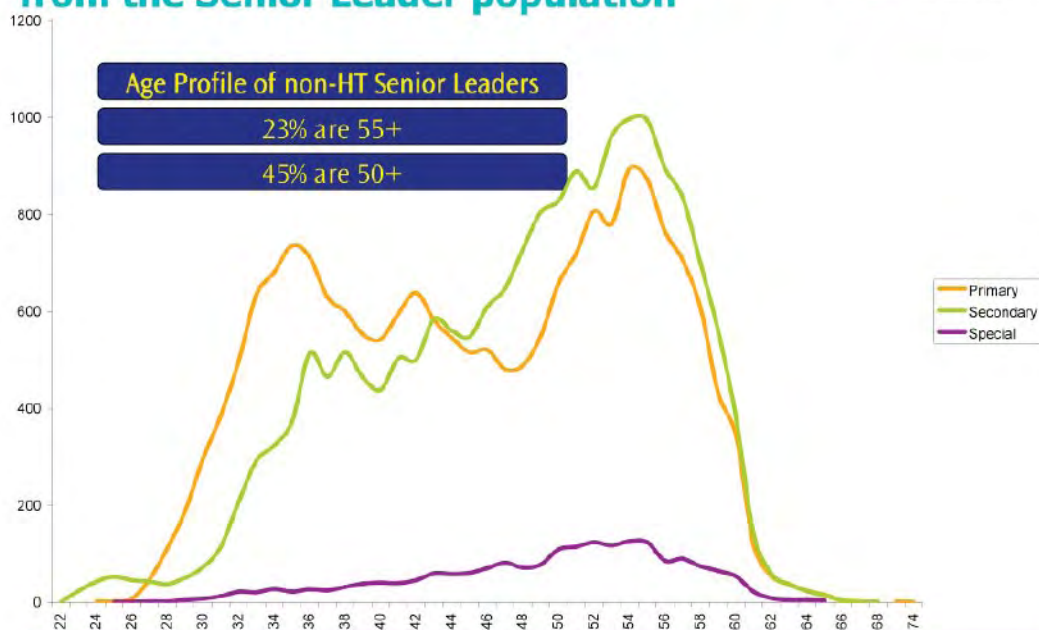
6 Sourced from the latest DCSF Pensions Database of Teacher Records (as at 31/03/2007)

Inspiring leaders to improve children's lives

However, this senior leader population also continues to grow older

National College
for Leadership of Schools and Children's services

- Head Teachers
- Deputy Head Teachers
- Assistant Head Teachers
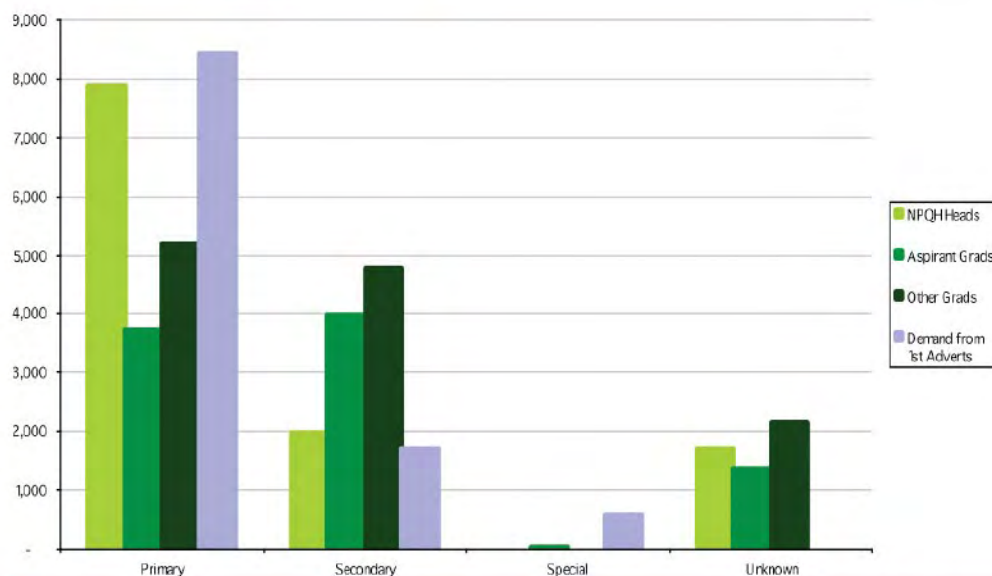
21%
15%
14%

33%
23%
23%
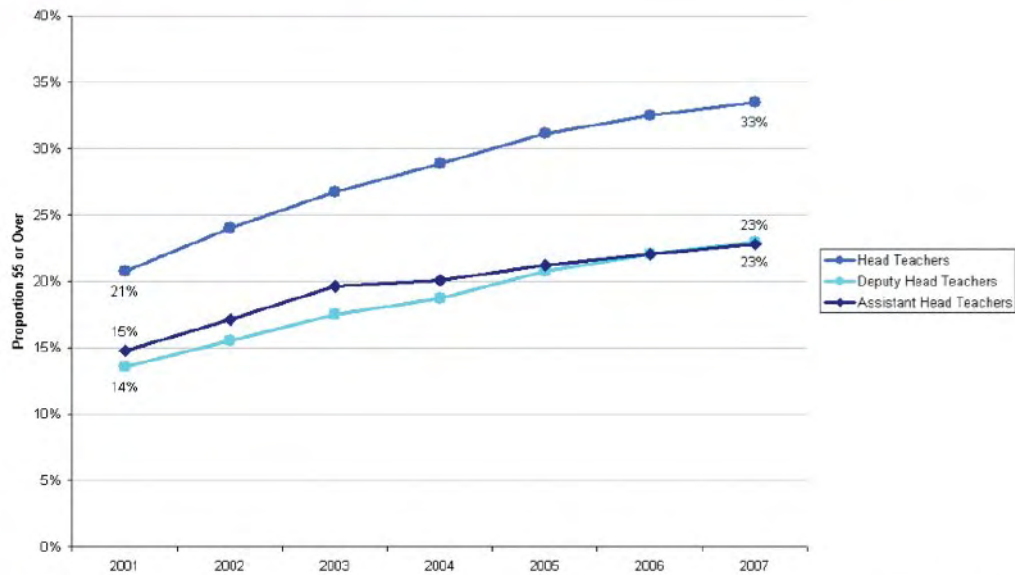
7   Sourced from the latest DCSF Pensions Database of Teacher Records (as at 31/03/2007)

Inspiring leaders to improve children's lives

Primary supply is relatively lower than secondary –
shown by the volume of all the green columns (potential supply)
versus the blue column (actual demand)

National College
for Leadership of Schools and Children's services

- NPQH Heads
- Aspirant Grads
- Other Grads
- Demand from 1st Adverts

8   Source: Graduate data from 'Be A Head' Cube as at 07/04/2009 – this shows NPQH graduate progression and aspiration to headship

Inspiring leaders to improve children's lives

Reduced supply, plus some negative perceptions of the headship role, has meant that the labour market for senior school leaders has tightened in some key areas...

- Headship re-advertisement rates have been on a rising trend since 1999/2000 and have only just begun to stabilise*
- Applicant field sizes for headships remain stable for secondary schools (approx 16) but have decreased and remain too low in the primary sector (approx 5). Final interview fields mirror this difference between phases.
- Geographical mobility continues to reduce. 68% of primary headships and 58% of secondary headships are filled from within the LA

National College
for Leadership of Schools
and Children's Services

9   Sourced from EDS Howson Data
    NAHT-ASCL 15th Annual Survey, EDS Howson Sept 2009

Inspiring leaders to
improve children's lives

Our collective response....

National College
for Leadership of Schools
and Children's Services

10

Inspiring leaders to
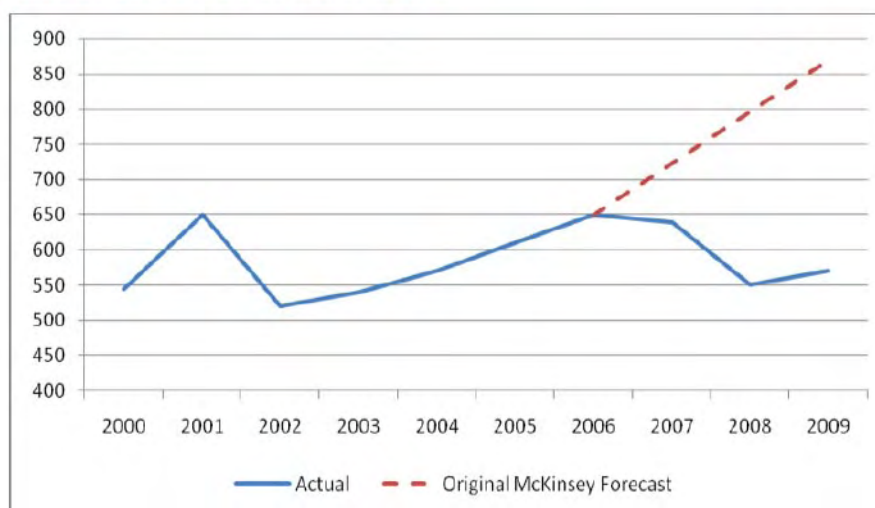improve children's lives

Succession planning approach

- Succession Planning in schools remains the National College's number one priority
- A systematic approach to developing talented school leaders means better achievement and outcomes for pupils

  'Successful school leaders improve teaching and learning and thus pupil outcomes ... most powerfully through their influence on staff motivation, commitment, teaching practices and through developing teachers' capacities for leadership.'

  Day, Sammons, Hopkins, Harris, Leithwood et al. DCSF, 2009

- We are making good progress by taking a 'local solutions' approach
- We are working collaboratively with Local Authorities, Diocese, Schools, Governing Bodies and partners

THANK YOU

National College
for Leadership of Schools
and Children's services

Inspiring leaders to
improve children's lives

11

Temporary filled headships steady against forecast increases

National College
for Leadership of Schools
and Children's services

Actual — — Original McKinsey Forecast

The number of temporary filled headteacher vacancies has declined since 2006, reversing a five year trend of annual increases. This contrasts sharply with an original forecast made by McKinsey before recent succession planning activity was initiated.

McKinsey Analysis, 2006
DCSF 618G Census data, 2009

Inspiring leaders to
improve children's lives

12

National College
for Leadership of Schools
and Children's Services

We have targeted support in key areas enabling aspiring leaders to secure 'hard to fill' headship posts

- Headship re-advertisement rates have fallen across the first wave of local authorities who we provided with 'targeted support'
- 43% of Wave 1 NPQH graduates have already secured headships within 18 months. This is in advance of the usual conversion rate from the previous NPQH over time
- Wave 3 is currently in progress with 44 applying organisations - primary, pre-NPQH, collaborations, faith, diversity and small schools.
- Feedback from LAs has been positive..

    "Bromley report that of the 15 Wave 1 participants, to date 10 have successfully achieved headship and 2 are acting heads in their own schools (SEF 6, July 2009)

13

Inspiring leaders to improve children's lives

National College
for Leadership of Schools
and Children's Services

We have provided NPQH graduates with support from our 'BeAHead' programme

- We have supported over 9000 registered NPQH graduates with extra support and advice from our 'BeAHead' programme
- During the period March 2008-9, two thirds of all first-time headteachers had accessed this support
- Of those who were not yet headteachers, 36% have also been moved closer along in their journey to headship
- Feedback has been good...

    "I have been appointed Principal Designate of X Academy, in X from January 2010. The career support and guidance I've had as a result of my involvement with BeAHead, along with targeted support from NCSL/ Rochdale LA has been invaluable."

14

Inspiring leaders to improve children's lives

We have promoted headship as the best job in the world and there is rising aspiration among teachers to become headteachers.

National College for Leadership of Schools and Children's Services
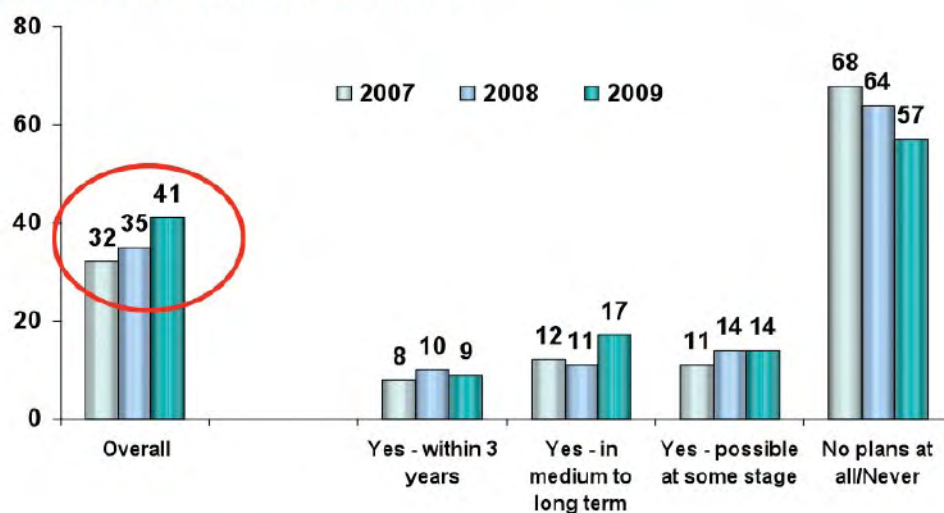
Source: ICM Headship Index Sep/Oct 2009

15

Inspiring leaders to improve children's lives

Supporting Governing Bodies

- We have worked in partnership with the National Governors Association (NGA) and the National Co-ordinators of Governor Services (NCOGS) to support governing bodies plan for headship succession in their schools
- We have directly delivered training to governors and local authority COGS and provided toolkits to support governing bodies consider recruitment, retention, developing talent and new models of leadership
- From 2008 to 2009 the number of governing bodies saying they were prepared for succession planning jumped from 34% to 57%

16

Inspiring leaders to improve children's lives

Diversifying schools' senior leadership

National College
for Leadership of Schools
and Children's Services

- Our aim is to tackle current under-representation and ensure more women and black and minority ethnic teachers reach senior school leadership positions
- We have undertaken research in partnership with the NASUWT
- We have doubled the number of available places for Equal Access to Promotion, our programme for black and minority ethnic middle leaders run in partnership with the NUT
- We are delivering an Ofsted shadowing scheme for bme middle leaders as a development opportunity and increasing aspiration to headship
- We are supporting local authorities with grants and diversity consultancy support to help them develop their black and minority ethnic leaders and tackle broader leadership diversity issues

17

Inspiring leaders to
improve children's lives

What have we learned about growing leaders?

National College
for Leadership of Schools
and Children's Services

- Role models – perceptions, talking and walking
- Experience, experience, experience – bursaries, projects, shadowing, placements, job swaps, enquiry visits
- Personal support – having the conversations, coaching and mentoring, peer networks
- A systematic approach to identifying talent and not wasting talent
- Personalised, blended learning programmes
- School partnership models grow new leaders

18

Inspiring leaders to
improve children's lives

What have we learned about local solutions?

National College
for Leadership of Schools
and Children's services

- **Local framing of response to a national issue** – bottom up, not top down, no national blueprint, building on existing practice

- **Local ownership of the challenge** – identifying needs, developing strategy, setting objectives and targets

- **Joining up on the ground –** Children's Services, School Improvement, workforce development, BSF

- Using existing **local partnerships and commissioning**

- **Building capacity** through practice

- **Self-evaluation** and continuous improvement against a national partnership framework

- **National support** - partnership agreement, framework of support ideas/materials, funding, high quality and responsive consultant support

19

There remain a number of key challenges...

National College
for Leadership of Schools
and Children's services

- Re-advertisement rates for **primary schools** (especially small, rural primaries) remain too high (37%) and average field sizes for headship vacancies remain too small (4.8)
- 58% of local authorities still report 'serious or some' problems of recruiting to primary schools
- Ensuring **governor choice** and **reducing the costs** associated with re-advertising headship posts
- Re-advertisement rates remain too high for **schools of a religious character** (57% for Roman Catholic Schools and 44% for Church of England schools)

20 24th annual report of senior staff appointments in England and Wales, EDS Howson January 2009
NCSL data

Remaining challenges 2

National College
for Leadership of Schools
and Children's Services

- Ensuring support for the **pre-NPQH pipeline** is becoming very important as we use up the former over supply of NPQH graduates
- **Diversifying senior school leadership** teams to achieve a representative workforce remains a key priority (6.5% of the teacher workforce are from a black or minority ethnic background but only 2% of headteacher appointments are from a bme background – *EDS, ASCL and NAHT data*)
- A quarter of LAs still report problems in recruiting to **special schools** and re-advertisement rates remain highly variable for this sector

EDS Howson, ASCL and NAHT data, 2009
21   NCSL data

Inspiring leaders to
improve children's lives

Remaining challenges 3

National College
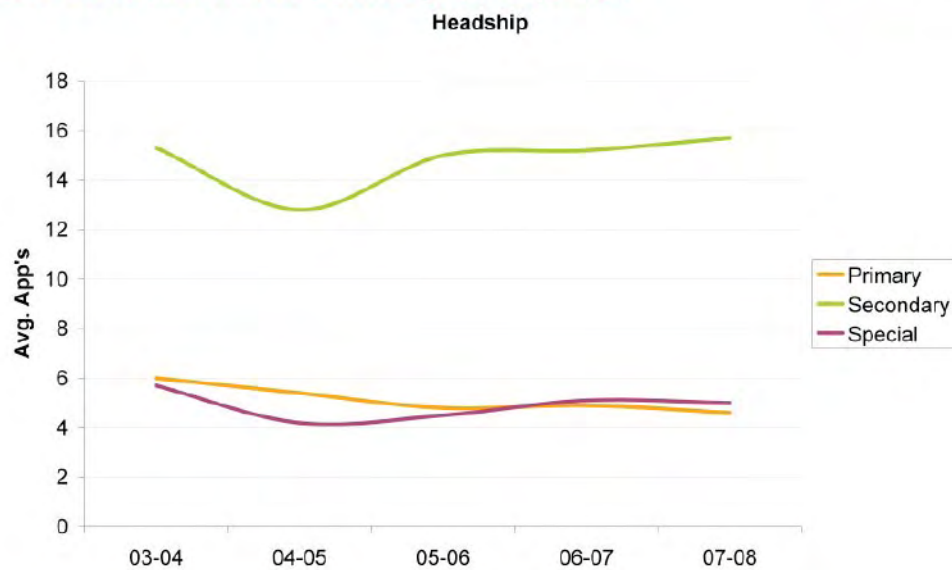for Leadership of Schools
and Children's Services

- Supporting leadership supply in the growing number of schools that fall outside local authority control such as **academies and trusts**
- Supporting schools and governing bodies to consider alternative **models of leadership and partnerships** that could be right for their context
- Ensuring the long term **school ownership and sustainability** of succession planning so that we bring through the best leaders in our schools and build on the progress made so far

22

Inspiring leaders to
improve children's lives

Appendix

National College
for Leadership of Schools
and Children's services

Inspiring leaders to
improve children's lives

Application levels per post have dipped and remain low for Primary and Special

National College
for Leadership of Schools
and Children's services

Headship

Source: Executive summaries of the last 5 Howson reports

Inspiring leaders to
improve children's lives

The Challenging Data Environment

The School Workforce Census (SWFC) is scheduled to be operational in 2010. The initiative aims to provide comprehensive information on the school workforce with a strong emphasis on quality of information. Until this is in place there is no definitive data on the headteacher population. The College is engaging with the DCSF to understand how the SWFC can support its strategy for both SP & data.

Only the Pensions dataset currently has individual level picture of headteachers. Its accuracy is good for individual retirements, since this comes from the Penstats database which is well maintained to use as a basis for pensions payments.

Other individual details (such as Grade, School etc) come from another source, the 'Database of Teacher Records (DTR)'. The DTR is built from an annual survey of Local Authority Payroll departments. There is a lower emphasis on quality control of the DTR, so accuracy is poorer, with inaccuracies exaggerated across a significant number of Local Authorities.

An additional constraint is that the population from DCSF pensions is available from Capita 15 months after the financial year end, so 2008 will be available in June 2009.

618g is the current DCSF census, this only provides data at an aggregated LA level and it is intended that this will be replaced by the SWFC once fully operational.

Howson data is the most recognised and referenced source for teacher advertisement, applications and appointments. We do not have the full detailed source data, instead we have an aggregated LA level summary.

25

Unfilled headships after first advert still high but showing some signs of improvement

(Howson September Reports, England and Wales. NB. Not comparable with January Reports)

Unfilled headships after first advert (2004-2009)
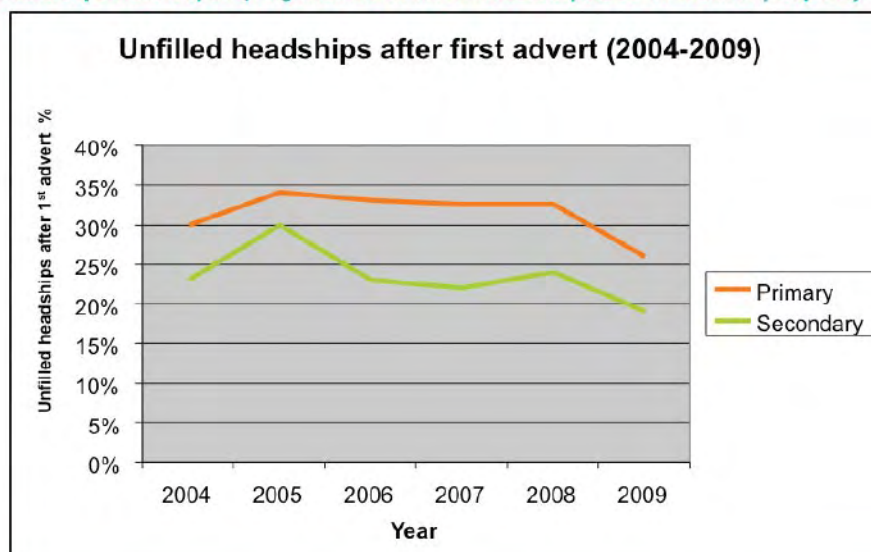
26

Section 4:
Further resources

4.1 National College materials

Within the leadership library area of the National College website there are interactive resources, diagnostic tools, presentations, videos and audio files to download. A suite of publications on succession planning is also free to download or order. The search engine allows you to locate resources using keywords.

4.1.1 Reports and interactive resources

Creasy, J, Smith, P, West-Burnham, J & Barnes, I, 2004, *Meeting the challenge: growing tomorrow's school leaders.* Available at www.nationalcollege.org.uk/docinfo?id=17293&filename=meeting-the-challenge-growing-tomorrows-school-leaders.pdf

Goulden, R & Robinson, L, 2006, *National Standards for Headteachers in focus: schools with a religious foundation.* Available at www.nationalcollege.org.uk/docinfo?id=17378&filename=schools-with-religious-foundation.pdf

Hartle, F, 2005, *Shaping up to the future: A guide to roles, structures and career development in secondary schools*. Available at www.nationalcollege.org.uk/docinfo?id=17391&filename=shaping-up-to-the-future.pdf

Hartle, F & Thomas, K, 2003, *Growing tomorrow's school leaders: The challenge.* Available at www.nationalcollege.org.uk/docinfo?id=17199&filename=growing-tomorrows-school-leaders-the-challenge.pdf

Hill, R, 2010, *Chain reactions: A thinkpiece on the development of chains of schools in the English school system*. Available at www.nationalcollege.org.uk/docinfo?id=63281&filename=chain-reactions.pdf

National College, 2010, *What are we learning about... recruiting leaders for faith schools?* Available at www.nationalcollege.org.uk/docinfo?id=17463&filename=what-are-we-learning-recruiting-leaders-for-faith-schools.pdf

National College, 2009, The importance of succession planning (governors). [interactive resource]. Available at www.nationalcollege.org.uk/index/interactiveinfo.htm?id=20466

National College, 2005, *Leadership and faith: working with and learning from school leaders.* Available at www.nationalcollege.org.uk/docinfo?id=17234&filename=leadership-and-faith.pdf

National College and West Midlands Government Office, 2009, *Thinking about promotion: what about a leadership position in a faith school?* Available at www.nationalcollege.org.uk/index/docinfo.htm?id=33289

NCSL, 2006, *Recruiting headteachers and senior leaders: seven steps to success*. Available at www.nationalcollege.org.uk/index/docinfo.htm?id=17346

4.1.2 Research associate reports

Flintham, A, 2003, *When reservoirs run dry: Why some headteachers leave headship early.* Available at www.nationalcollege.org.uk/docinfo?id=17482&filename=when-reservoirs-run-dry-full-report.pdf

Flintham, A, 2003, *Reservoirs of hope: Spiritual and moral leadership in headteachers. Available at* www.nationalcollege.org.uk/docinfo?id=17352&filename=reservoirs-of-hope-full-report.pdf

Hayes, T, 2005, *Rising stars and sitting tenants.* Available at www.nationalcollege.org.uk/docinfo?id=17360&filename=rising-stars-and-sitting-tenants-full-report.pdf

Ingate, C, 2006, *Should I stay or should I go? Perspectives on middle headship.* Available at www.nationalcollege.org.uk/docinfo?id=17393&filename=should-i-stay-or-should-i-go-full-report.pdf

National College, undated, Growing your own leaders [online]. Available at www.nationalcollege.org.uk/index/leadershiplibrary/leadingschools/leading-an-effective-organisation/successionplanning/identifying-developing-talent/growing-your-own-leaders.htm

Robertson, J & Murrihy, L, 2006, *Developing the person in the professional.* Available at www.nationalcollege.org.uk/docinfo?id=17145&filename=developing-the-person-in-the-professional-full-report.pdf

4.1.3 Other useful National College publications and resources

National College, undated, Models of leadership [online]. Available at www.nationalcollege.org.uk/modelsofleadership

National College, 2010, *Prospectus 2010*. Available at www.nationalcollege.org.uk/docinfo?id=74194&filename=prospectus2010.pdf

4.2 Other published resources

CES, 2008, Leading a Catholic school: The best job in the world [DVD]. Available from Catholic Education Service at www.cesew.org.uk

CES, 2008, *Catholic Schools and Community Cohesion: CES Guidance*, London, Catholic Education Service. Available at www.cesew.org.uk/temp/CatholicspSchoolsspandspCommunityspCohesionspCESspGuidancesp%28Febsp2008%29.pdf

Church Schools Review Group, 2001, *The Way Ahead: Church of England Schools in the new millennium,* London, Church House Publishing. Available at www.natsoc.org.uk/schools/the_way_ahead/report.html

DCSF, 2007, *Faith in the System: The role of schools with a religious character in English education and society, Nottingham, Department for Children, Schools & Families.* Available at www.dcsf.gov.uk/publications/faithinthesystem

Reverend Marcus Stock STL MA, 2005, *Christ at the Centre: A summary of why the Church provides Catholic Schools*, Birmingham, Archdiocese of Birmingham. Available at www.birminghamdiocese.org.uk/assets/dynamic/Christ%20at%20the%20Centre.pdf

Birmingham Diocesan Schools Commission, 2009, *Catholic Schools and the definition of a 'Practising Catholic'*: http://www.birminghamdiocese.org.uk/diocesan_schools_commission_documents.asp?cat=29

4.3 Websites

Catholic Education Service **www.cesew.org.uk**

Church of England National Society for Promoting Religious Education **www.natsoc.org.uk** – see useful sections such as 'A vocation to teach' and 'Teaching in a Church School'

References

15th Annual Report; *The state of the Labour Market for Senior Staff in Schools in England and Wales*, Howson J, Education Data Surveys, September 2009.

Archbishop Vincent Nichols, 2009, Keynote address at Conference for Catholic Headteachers in the Diocese of Westminster, 4 November. Available at www.rcdow.org.uk/education/default_view. asp?library_ref=8&content_ref=2528

CES, 2010, *Development Plan April 2006-March 2009,* London, Catholic Education Service. Available at www.cesew.org.uk/temp/CESspDevelopmentspPlansp06-09.pdf

CES, 2010 (forthcoming), *Nurturing Future Leaders,* London, Catholic Education Service

Church Schools Review Group, 2001, *The Way Ahead: Church of England Schools in the new millennium,* London, Church House Publishing. At www.natsoc.org.uk/schools/the_way_ahead/ report.html

Creasy, J & Paterson, F, 2005, *Leading coaching in schools,* Nottingham, National College for School Leadership. At www.nationalcollege.org.uk/index/docinfo.htm?id=17252

Education Data Services, 2010, *Annual Survey of the Labour Market for Senior Staff Appointments in Schools,* (24th ed), London, TES Group

Elbourne, T, 2009, *Church schools: a mission-shaped vision*, Grove Education Series, Grove Books

Fink, D, & Hargreaves, A, 2003, *Handbook of Educational Leadership and Management*, London, Pearson Longman

Fullan, M, 2003, Change Forces with a Vengeance, London, Routledge Falmer

Hartle, F, Stein, J, Hobby, R & O'Sullivan, M, 2010, *Retaining school leaders: a guide to keeping talented leaders engaged,* Nottingham, National College for Leadership of Schools & Children's Services. At www.nationalcollege.org.uk/docinfo?id=17355&filename=retaining-school-leaders.pdf

Hobby,R 2007, Rush to the Top, London, Hay Group

ICM, 2009, *Headship Index*, np, National College for Leadership of Schools & Children's Services and Band & Brown. Available at www.nationalcollege.org.uk/docinfo?id=33062&filename=headship-index-2009.pdf

Kirkpatrick, D & Kirkpatrick, J, 2006, *Evaluating Training Programmes*, San Francisco, CA, Berrett-Koehler Publishers Inc

NCSL, 2007, *Framework for Action,* Nottingham, National College for Leadership of Schools [online]. At www.nationalcollege.org.uk/index/leadershiplibrary/leadingschools/leading-an-effective-organisation/successionplanning/about-succession-planning/framework-for-action.htm

NCSL, 2006a, *Turning heads: taking a marketing approach to leadership recruitment*, Nottingham, National College for School Leadership. At www.nationalcollege.org.uk/docinfo?id=17445&filename=turning-heads.pdf

NCSL, 2006b, *Recruiting headteachers and senior leaders: seven steps to success,* Nottingham, National College for Leadership of Schools. At www.nationalcollege.org.uk/index/docinfo.htm?id=17346

National College and West Midlands Government Office, 2009, *Thinking about promotion: what about a leadership position in a faith school?* Nottingham, National College for Leadership of Schools & Children's Services. At www.nationalcollege.org.uk/index/docinfo.htm?id=33289

NSPRE, 2010 (forthcoming), *Christian Leadership in Schools,* London, National Society for Promoting Religious Education

Pope John Paul II, 1984, Address to Catholic Educators, 12 September

Worsley, H, 2010, Churches linking with schools, Grove Education Series, Grove Books