

# Staff Development and Succession Policy

This policy (and the procedure outlined within) is available on the SSMAT website and is accessible from the CTA website.

## **POLICY APPROVAL and REVIEW**

Review date: **Mar. '21**

Approval needed by: **Trust Board**

Adopted: **Jul. '19**

Next review date: **Mar. '23**

## 1. Introduction / Overview

- 1.1 The Stephen Sutton Multi-Academy Trust (SSMAT) recognises that the staff team, supported by the governors and directors, is the Trust's most valuable asset and there is therefore a strong commitment to the ongoing development of staff, enabling them to contribute as effectively as possible. The Trust is characterised by a culture of continuous improvement – at the levels of individual, team, school and Trust.
- 1.2 SSMAT utilises the individual strengths of colleagues and provides strong support to help them to address any areas for development. This is done in such a way that there are mutually advantageous relationships between addressing the goals of individuals, teams and the school / Trust as a whole. Viewed in this way, strategy is both deliberate (to provide clarity of purpose and coherence in planning) and emergent (to accommodate 'bottom up' institutional learning and flexibility of action).
- 1.3 SSMAT also recognises that the development of leadership capacity is an especially important factor in the Trust's future success and continuous improvement. Leadership development is therefore a particularly significant area for attention – through training and coaching and through the creation of opportunities for career development and broadening experience within schools and across the Trust.
- 1.4 'Succession planning' can be defined as a 'systematic process, whereby organisations identify, assess and develop their employees to ensure that they are ready to take on key roles within their organisation'. SSMAT believes that we cannot afford to underestimate the importance of succession planning and have therefore created a framework, through this policy, for the plans that we will put into place.

## 2. Aims

- 2.1 The following aims relate to the training and development of all SSMAT employees:
  - all colleagues get the training they need to make an effective contribution to the school / Trust, thereby enabling the aims of the Trust to be met;
  - there is a culture of continuous improvement, where personal, vocational, academic and professional learning are valued and celebrated;
  - colleagues adopt a team-working approach and support each other;
  - leaders provide both challenge and support and their work is characterised by fairness, openness and integrity, inspiring others to achieve their potential;
  - the Trust 'grows its own leaders', through recognising potential and creating opportunities for colleagues to take on extra responsibility, in a variety of ways, as soon as they are ready;

- training, coaching and leadership development are managed, utilising creative partnership approaches to broaden opportunities and add capacity;
- training and succession planning are organised to support the realisation of the goals of the school / Trust. [Succession planning, in particular, needs to be viewed with a long-term perspective];
- the Trust develops training and development programmes and plans that are clear, visible and communicated. [In terms of succession planning, it is counterproductive if able, ambitious colleagues leave the Trust because they are unaware of opportunities for development and progression that may have been available to them];
- succession planning is an integral part of the wider employee engagement offer and is aligned to recruitment, training and development and appraisal; and
- ‘business critical’ roles are identified and contingency plans are created and reviewed) to manage future needs, ensuring effective business continuity.

### **3. Profiling the Trust and its partner schools – employees, governors and directors**

3.1 The Trust Business Manager / Executive Headteacher will monitor, on an annual basis, the profile of its staff, governors and directors.

3.2 Staff profiling will include:

- age;
- other ‘protected characteristics’;
- seniority / type of post;
- position on pay spine;
- start date;
- estimated retirement age;
- whether they were appointed internally to their current post, or were selected from an external field;
- staff turnover rate; and

- leadership qualifications / experience (at different stages).

3.3 Governor and director profiling will include:

- ‘protected characteristics;
- start date;
- term of office ‘end date’;
- governor / director turnover rate;
- specific skills / contributions.

3.4 On an annual basis, the Trust Board considers the profiling analyses and identifies the issues for attention, training needs and, in particular, the succession plans in relation to the ‘business critical’ roles. This ‘business critical’ information is also included on the Trust’s Risk Register, which is reviewed twice a year by the Trust’s Audit and Risk Committee.

#### **4. ‘Business critical’ roles**

4.1 ‘Business critical’ roles are the roles that are most important for the Trust’s continuity of effective service and/or have most strategic influence on the realisation of the Trust’s key goals. These roles will vary, as a result of changes to organisational structure and due to changes in the Trust’s strategic plans. Nevertheless, it is possible to identify the clearest ‘business critical’ roles and the potential for succession planning from within the Trust.

4.2 The table below summarises employees’ potential succession into ‘business critical’ roles. As this is a policy document, there are no assumptions made about the preparedness of the incumbent post-holders. The potential ‘fit’ (on the basis of the respective roles) is, however, indicated:



<b>'Business critical' role</b>	<b>Potential source of cover / succession</b>	
	<b>Short-medium term cover</b>	<b>Medium-long term succession</b>
Executive Headteacher	Head of School / Trust Business Manager	Deputy Headteacher/ highly effective colleagues on leadership development programmes
Head of School	Deputy Headteacher / Executive Headteacher	Assistant Headteacher / highly effective colleagues on leadership development programmes
Trust Business Manager	Business Manager	Highly effective support and administration staff on leadership development programmes
Deputy Headteacher	Assistant Headteacher / other members of extended Senior Leadership Team	Middle leaders / highly effective colleagues on leadership development programmes
Designated Safeguarding Lead	Most experienced / capable Designated Safeguarding Deputy	Other Designated Safeguarding Deputies / highly effective colleagues on leadership development programmes
Special Educational Needs Coordinator	Assistant SENCO / other colleagues with SEN-related qualifications	Highly effective colleagues on leadership development programmes
Business Manager	Effective support and administration staff on leadership development programmes	Effective support and administration staff on leadership development programmes
Examinations / Data Officers	Effective support staff, with appropriate support and development	Effective support staff, with appropriate support and development
Subject leaders	Assistant subject leaders	Effective colleagues on leadership development programmes
Year / phase leaders	Effective colleagues on leadership development programmes	Effective colleagues on leadership development programmes
Trust Teaching and Learning Consultant	Members of extended senior leadership team / highly effective middle leaders	Effective colleagues on leadership development programmes
Director of Careers Education, Information, Advice and Guidance	Effective support staff, with appropriate support and development	Effective support staff, with appropriate support and development

- 4.3 The table below shows the ‘business critical’ roles as they relate to governance of the Trust and its schools:

<i>‘Business critical’ role</i>	<i>Potential source of succession</i>	
	<i>Short-medium term</i>	<i>Medium-long term</i>
Chair of Trust Board	Vice-chair of Trust Board	Highly effective Trust Board directors / Chair of Governors
Chair of Finance, Audit and Risk Committee	Vice-chair of Finance, Audit and Risk Committee / other Audit and Risk Committee members	Highly effective directors and governors with relevant skills, knowledge and experience
Chair of Governors	Vice-chair of Local Governing Body	Highly effective governors

- 4.4 The Trust Board will identify the most important roles for succession planning, using the tables above as a starting point for discussion, and identify the actions needed in order to build capacity in these areas. The Executive Headteacher will then ensure that these are built into the Trust’s Strategic Plan.

## 5. Creating internal opportunities for potential successors

- 5.1 SSMAT is committed to creating opportunities for potential successors through:

- providing central core team and financial resources to support leadership development;
- making use of coaching and mentoring approaches;
- providing temporary (more senior or parallel, but different) placements and work shadowing opportunities;
- funding specific school improvement projects to enable colleagues to make a broader strategic impact;
- creating and/or providing accredited leadership development programmes for colleagues at various levels and in various roles (especially where these are ‘business critical’).

## 6. Aligning recruitment practice to succession planning

- 6.1 Recruitment practice is transparent and open, consistent with the Trust’s Recruitment Policy. This enables ambitious, able internal applicants to apply for posts within the Trust, ensuring that the selection process gives them every opportunity to demonstrate how they meet the criteria for the post. Equally, it also encourages external applicants to apply for advertised posts.

6.2 In order to support both recruitment and progression/succession, recruitment practice (including advertisements and supporting documentation) emphasises:

- the Trust's (and school's) commitment to continuous professional development and training and leadership development;
- the potential that less experienced colleagues may offer;
- the specific support that is available to new staff, and to staff at specific stages in their career (including details of the induction programme); and
- (where relevant) how headteachers and other senior staff are supported.

6.3 Where there is a clear need, and acting within budgetary constraints, recruitment within the Trust works to attract the most capable people with the most potential (e.g. targeted at initial teacher training students), with a view to fitting the strongest candidates into the organisational structure and/or adding capacity in anticipation of future need.

*Stuart Jones; Mar. '21*