

SCRUTINY REVIEW OF SCHOOL LEADERSHIP SUCCESSION PLANNING

ACTION PLAN

RECOMMENDATIONS	ACTIONS	BY WHOM	MILESTONES	OUTCOME MEASURES
<p>1. That Cabinet develop a council policy on succession planning which includes a number of principles and support mechanisms available to schools to support them in developing their individual school policies.</p>	<p>Schools ask to share any existing policies on succession planning</p> <p>Draft succession planning policy to be developed with schools and sent to Governing Bodies.</p>	<p>SIS</p>	<p>October has HTs meetings MEP Board meeting October Merton Governors Association meeting in November.</p>	<p>By March 2015 schools have developed their own policy or adopted the Merton proposed policy.</p>
<p>2a. That Cabinet ensure that the corporate communications team run a campaign, as part of their work programme, which shares the good news stories from schools, profiling Headteachers and their experiences, communicating how worthwhile the role is to prospective candidates.</p>	<p>My Merton editorial team to plan in school articles for 2015-2016</p>	<p>Comms</p>	<p>By July 2015 at least two articles with good news school stories have been published in My Merton.</p>	<p>Academic year 2015-2016 further good news stories published</p>

<p>2b. The communications team should also seek to promote and publicise the range of development programmes and resources available to schools to support leadership development, alongside the campaign.</p>	<p>The SAMs CPD website promoted Merton Education Partnership (MEP) recruitment materials to be published when ready.</p>	<p>MEP Comms</p>	<p>Articles contain links to relevant training to develop opportunities</p>	<p>Monitored by MEP Board as part of the QA programme</p>
<p>3. That Cabinet include ensuring diversity in school leadership as a key commitment in the corporate equality scheme.</p>	<p>Corporate Equalities and CSF equalities plan include diversity within leadership as an action</p>	<p>CS</p>	<p>New plans include school leadership and diversity</p>	<p>Actions plans monitored through corporate procedures</p>
<p>4. That Cabinet consult schools and the Merton Education Partnership on setting up refresher raining for heads and governors, at appropriate intervals, on streamlining diversity in schools succession planning policies.</p>	<p>Scope opportunities and costing's for diversity training for heads and Governors Produce Draft model of succession planning policy</p>	<p>SIS</p>	<p>Current training offer includes courses and all schools have succession planning policies by Dec 2015</p>	<p>Monitored through MEP Board</p>

<p>5. That Cabinet, in consultation with the Merton Education Partnership, establish a mentoring and coaching programme and confidential forum for teachers, aspiring heads and Headteachers to support career progressions and succession planning, in particular that female and BME coaches and mentors be employed to support aspiring heads in these groups and that any barriers be identified to progression.</p>	<p>Develop existing mentoring and coaching programmes for aspiring leaders to include BME participants</p>	<p>SIS</p>	<p>The MEP offer continues to include mentoring and coaching for aspiring Leaders</p>	<p>Survey of the staff and evaluations demonstrate positive outcomes of the programme</p>
<p>6. That Cabinet commission the ISN to undertake a survey of female and BME teachers to identify issues and gaps to better support career progression and professional development opportunities for women and BME candidates.</p>	<p>Commission a survey of BME staff</p>	<p>SIS</p>	<p>July 2014- first draft report October 2014- Final report</p>	<p>Recommendations considered and included in appropriate plans. Monitored through MEP Board.</p>

<p>7. That Cabinet, in consultation with schools, explore the possibility of establishing a Future Leaders Programme for aspiring Headteachers which may be match funded by schools or facilitated through other funding sources, for example, from the National College of teaching and leadership or the Merton Education Partnership. This programme could act on a scholarship basis with the most talented prospective heads approached or nominated by schools across the borough to participate, offering a fast track programme to enable outstanding teachers to apply for headship sooner.</p>	<p>Individual schools will be able to consider this option.</p> <p>There will be no core funding available.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
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<p>8. That Cabinet encourage workforce information be collected more frequently and shared across SWLSEP and Merton schools to aid succession planning. In particular, talent spotting and opportunities for progression.</p>	<p>Formal collection of data is not practical as many schools have their own HR providers not linked to the council so any data would be partial and not likely to be helpful. Informally talent spotting opportunities are already used and will be encouraged.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>9. That Cabinet invest in publicity materials to attract graduates and those who may be pursuing teaching as a second career to Merton. Promoting the borough as a great place to live and work, with investment in career development and progression opportunities.</p>	<p>MEP to commission web—based information badging Merton as an excellent place to work and setting out career development opportunities</p>	<p>MEP</p>	<p>Draft marketing scoping discussions- July 2014 draft website content- October 2014</p>	<p>MEP monitoring of use of the site Quantity /Quality of applicants</p>

<p>10. That Cabinet work with schools to encourage more BME candidates to take up school governor posts to work towards addressing under-representation of women and BME governors and that a comprehensive induction programme be offered to better prepare governors for the role.</p>	<p>Almost all Governing bodies need to reconstitute during 2014-2015 and this could include consideration of the make up of the GB to reflect/represent their community</p>	<p>Merton and Sutton Governor Services</p>	<p>All Governing Bodies reconstituted by Sept 2015</p>	<p>Chairs committed to gauge whether GB are representative of their communities. Findings considered by MGA Board by Dec 2015</p>
<p>11. Bespoke training for governors to refresh when appointment of a new Head-teacher is coming up.</p>	<p>Governor training is available to all schools that buy into the Service Level Agreement. Only 2 schools do not and they could not spot purchase.</p>	<p>SIS</p>	<p>Schools supported through recruitment process</p>	<p>Successful appointments made</p>
<p>12. That Cabinet produce and share guidelines with schools to ensure governing bodies are thinking about representation and diversity when appointing Headteachers and undertaking succession planning.</p>	<p>Existing guidance to be reviewed in the autumn term</p>	<p>SIS</p>	<p>Representation and Diversity issues evidenced in succession planning policies</p>	<p>Appointment panels confirm to full GBs that appropriate issues considered at all stages of recruitment</p>