

Example leadership development policy

Principles

At (name of school) we know that effective leadership at all levels makes a difference to school improvement and children's achievements. We make explicit our approach to talent management in the strategic plan. All staff are asked about their career aspirations and we use the skills, talents and expertise of our workforce to improve learning within the professional community.

At X school we will:

- use a definition of effective leadership agreed within the school community
- specify leadership skills, qualities and behaviours at each level of leadership
- align leadership development opportunities to the school's values, strategic plan and performance management processes
- recruit and retain high quality leaders
- identify and grow leaders in a systematic way
- use a variety of leadership learning opportunities, activities and pathways
- support leaders at different stages and especially at times of transition, eg internal promotion
- describe the future needs of the school and the roles and types of leaders required for the school's improvement.

Key questions

- What is the definition of effective leadership?
- How is the definition aligned to the school's values, plans, goals, targets?
- What commitment is made to the individual to identify and grow talent?
- How will experienced leaders be retained?
- What is the school trying to achieve in the next five years?
- How is leadership development going to meet the needs of the school in the future?

Practice

- The school uses the Hampshire leadership qualities and behaviours, the National Standards and the readiness versus potential and impact versus promise models as tools to analyse leadership potential and construct individual development plans.
- All job descriptions state the accountability of all colleagues to develop leadership in others.
- The senior team annually discuss each member of staff using the performance management process and the matrix *readiness and capability*.
- Annual programmes of leadership development include: *aspiring leaders, established leaders and advanced leaders* with cluster membership.
- Regular opportunities are offered to colleagues to show their leadership potential, eg staff meetings, training workshops, peer coaching, presentations to governors.
- Job shadowing opportunities are available each year.
- X number of staff follow national leadership programmes, at appropriate times.
- Leadership qualities and behaviours for each level of responsibility are published in the staff handbook and used for internal and external interviews.
- The annual review of the strategic plan includes succession planning arrangements.
- All development opportunities specify success criteria.
- Collaboration with other schools forms part of the leadership learning pathways.
- Coaching forms an integral part of leadership learning.
- There is an annual commitment to coaching training.
- 360° degree feedback forms part of leadership learning.
- All staff use their professional development portfolio to record their leadership learning.
- Leadership learning practices are mirrored by the governing body.

Note: Each school's practices will be different depending on resources, structures, development of culture.

Key questions

- How are staff with leadership potential identified?
- How much development and support is given to emerging and existing leaders?
- What are the characteristics, qualities, behaviours of effective leaders?
- How many different opportunities are given to develop leadership?
- What opportunities do we intentionally plan to develop leadership in others?
- How well connected and co-ordinated are these approaches?
- What resources are available to support the programmes?
- What are the success criteria for the development interventions and each individual development plan?

Evaluation

- All leadership learning programmes will be evaluated for process and outcomes, as appropriate.
- Evaluation will be an integral part of all performance management discussions.
- The leadership team and governors will take account of the outcomes in planning future provision/opportunities.
- Impact of the programmes will be evaluated over time including: confidence levels; numbers of participants involved in and completing the programmes; progression rates and the impact on the quality of participants' practice.

Key questions

- How will the impact of the leadership opportunities be measured?
- How are colleagues held to account for developing other leaders?
- Which development opportunities are most/least effective?
- What is the impact of the opportunities on school improvement?
- How is successful practice disseminated and built upon?

Note:

- 1** The policy may also be written to include colleagues with specific responsibilities, eg **The headteacher will ... The Governors will ... The CPD leader will ...**
- 2** The key questions show what was asked in order to arrive at the statements in each section.

Draft policy written by Carolyn Hughan.