

Succession Planning

It is important that Governing Bodies consider how best to develop leadership skills and expertise, working with the Local Authority (LA) to identify potential leaders and provide opportunities to accelerate development and gain real experience of leadership, for example through taking on acting headships and secondments. Succession planning should be a regular feature in discussions with the current headteacher and in collaboration with local schools.

Governing bodies should also consider new models of leadership and school organisation, and the benefits of collaborating with local schools to; improve standards, enrich learning, offer a better work life balance, improve access through shared resources and facilities, provide wider opportunities for development, and attract a wider range of candidates. There are various types of collaboration:

Co-headship is when the role is shared between two people, increasing the breadth of skills and experience within the leadership team, and retaining headteachers who may otherwise leave.

A **federation** is a formal partnership of two or more schools operating under a single Governing Body and an executive headteacher.

A partnership or **collaboration** is an arrangement between schools and other partners designed to meet the needs of the educational partners involved, often backed up by a service level agreement. This could include 2 or more schools sharing a headteacher, Where this is the case, the headteacher may need to consider not combining this with an additional teaching commitment. Each of the schools would retain their individual governing bodies.

Further advice and support is available from the LA by clicking on the following link:
[Models of Schools Organisation guidance](#)

Please note that all schools must have 1 Full Time Equivalent (FTE) headteacher post. If the headteacher does not work full time then the part time headteachers posts must add up to 1.0FTE or above.

It is also important to have an ongoing **retention strategy** in place to encourage headteachers to remain in post. Elements of this include ensuring a comprehensive induction programme, ensuring the job is stimulating and varied, and providing development and training opportunities, including responsibilities outside of their role, such as consultant headteacher. Also the Governors providing enough support and recognising the achievements of the headteacher is important. Changes in pension arrangements allow headteachers to take phased or flexible retirement, accessing their pension whilst working in a reduced capacity.