



LIFE Education Trust

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Learning Is For Everyone

Our Aim is that every School will be:

- An efficient school
- An effective School
- An enriching school
- An enabling school

Succession Planning Policy

Policy	Succession Planning Policy
Consulted with Staff	Ended 15.11.17
Policy adopted by Trust Board	28.11.17
Reported to LGBs for implementation	30.11.17
Implementation Date	30.11.17
Review Date	Nov 2020
Policy Source	Own source

KEY DEFINITIONS USED IN THIS POLICY:

The Trust	LIFE Education Trust
The Board/Directors/Trust Board School/Trust school	The Board of Directors of LIFE Education Trust An Academy or school within LIFE Education Trust
Staff	All staff employed by LIFE Education Trust and working with academies, schools or units within LIFE Education Trust

All schools within the LIFE Education Trust are legally defined as academies, regardless of whether the term “school” is used to describe them in the following policy.

Aims and Objectives

This policy aims to clarify the Trust’s approach towards succession planning for all stakeholders and to identify key ways in which talent management and staff development operate. It also identifies other policies which impact upon this area.

Attributes

When we appoint Trust staff, directors and governors we consider three key areas: **character, capability and connectivity**. We want those who work with us to demonstrate the kind of **character** which we want to develop in our students. This includes the **CARERS** attributes as well as the professional conduct identified in the **Trust Code of Conduct** and **The Way We Do Things** document. Staff must also show sufficient **capability** to be able to fulfil the advertised role to a high standard and governors and directors must demonstrate the skills needed and complement existing skillsets of their peers although we recognise that no one is perfect and that people develop into roles. Those selecting staff, directors and governors will remember the need to ensure at least sufficient competence to ensure that there is not a significant risk to the Trust. Finally we look for **connectivity**. Those who work within LIFE need to relate well to a wide range of stakeholders. These include students and parents; staff, governors and directors; regulators, the local authority and others locally and nationally.

Recruitment

Our recruitment policy identifies the procedures we use to ensure we are fair and effective. We will ensure that the measures we use to recruit will adequately reflect the job role. Governors and directors will be recruited for their specific skills through the means determined in the articles of association and scheme of delegation. We will involve a variety of stakeholders in the staff selection process. Selection tasks will be varied and will ensure that the panel can judge how effective candidates are likely to be in activities which reflect as closely as possible the tasks needed to be done as well as identifying if they have the character and connectivity that we seek. Where areas for development are identified for anyone working within LIFE, training including coaching and mentoring will be put in place at an early stage and will continue for as long as is considered necessary.

Retention

We will use a variety of ways to try and retain LIFE staff. Using a 9 Box Matrix (see Appendix 1) we will identify annually at senior level the staff who have demonstrated effective performance at their current level as well as the character and connectivity to progress.

- A variety of TLR3 opportunities enable us to give Stretch Tasks to individuals to assist them in preparing for a next step.
- Unpaid Stretch Tasks can be devised for staff
- Courses run both internally and externally will allow us to develop staff.
- The Trust can contribute towards further professional qualifications as well as nationally and local recognised awards such as the NPQML and the Outstanding Teacher course. A contribution of one third is usually payable for agreed further qualifications such as MAs although more may be paid in exceptional circumstances or where the qualification will clearly benefit the Trust.
- The Pay Policy allows the use of Recruitment and retention allowances.

Governors will have the opportunity to serve as leads for key areas of the LIFE Healthcheck as well as supporting the Trust through serving on a committee of the Board and then potentially the Board itself.

Directors will serve as leads for key areas as well as supporting the work of committees and learning to chair committees as well as having the opportunity to serve as Chair or Vice Chair of the Board in accordance with the Articles.

Succession Identification

For every key role including senior governor and director roles we will identify at senior level at least one individual who may be suitable to fulfil that role if the postholder were to leave. The following recognised model will be used:

1. Key post identified
2. Closest current employee or director/governor identified
3. Gaps in closest current employee/governor/director's skills and attributes identified
4. Stretch tasks, mentoring and training courses put in place to try and bridge this gap
5. Where no individual seems to be likely to fill a role even with a stretch task, suitable external successors will be considered
6. Identified successors will be discussed at appropriate leadership levels

Appraisal

All staff other than newly qualified and trainee teachers are expected to take an active part in the appraisal process. During this process, the strengths and areas for development of staff will be discussed and a range of activities discussed to develop their skills and attributes. These will be reviewed at mid-term appraisal and then form part of the final appraisal determination.

All governors and directors will be expected to complete an annual review and to discuss this with the chair of governors or the Chair of the Board. This will consider attendance and contributions made as well as future interests.

Coaching and mentoring

We believe that coaching and mentoring are essential and effective ways to develop all those who work in the Trust. All staff will be trained in how to use these skills. A named Trust member will lead on this and provide training and resources for all staff. Governors and Directors will also be offered coaching and a named mentor.

Stretch tasks

Staff at all levels will be engaged in stretch tasks. These can have payment attached and be of

significant duration but can also be extremely short and focused activities without payment. Examples include:

- Running an assembly
- Running a big activity day event
- Mentoring an underperforming student
- Speaking to a specific audience eg governors
- Leading a whole school initiative

Tasks will become increasingly complex, multifaceted, outward facing and lengthy as more senior roles are being considered. The exact nature, duration, scope and support available during a stretch task will be explained at the outset.

Governors and directors will be offered the opportunity to shadow more experienced colleagues to develop their skills and knowledge and may be asked to sit on interview, disciplinary or appeals panels as well as being asked to speak to students or staff about their areas of expertise.

Personnel

Identifying and developing talent is the responsibility of **all leaders** in the Trust. The appraisal system and the LIFE ethos also ensure that all staff are aware of their strengths and areas for development and are encouraged and enabled to improve their performance and progress in their careers.

Line managers will work with those they appraise to develop their capability and find suitable ways for them to improve

Senior Leaders will regularly consider the capability, character and connectivity of staff and ensure that opportunities exist inside and outside the school for their development

A named senior leader will be responsible for the school's staff development work which will include succession planning and talent management

Headteachers will work with their leadership teams and all staff to create a culture in which talent is valued and staff can develop

Local Governing Bodies will ensure that their school has implemented the succession planning policy and has talent management systems in place as well as ensuring that they support the Trust ethos themselves

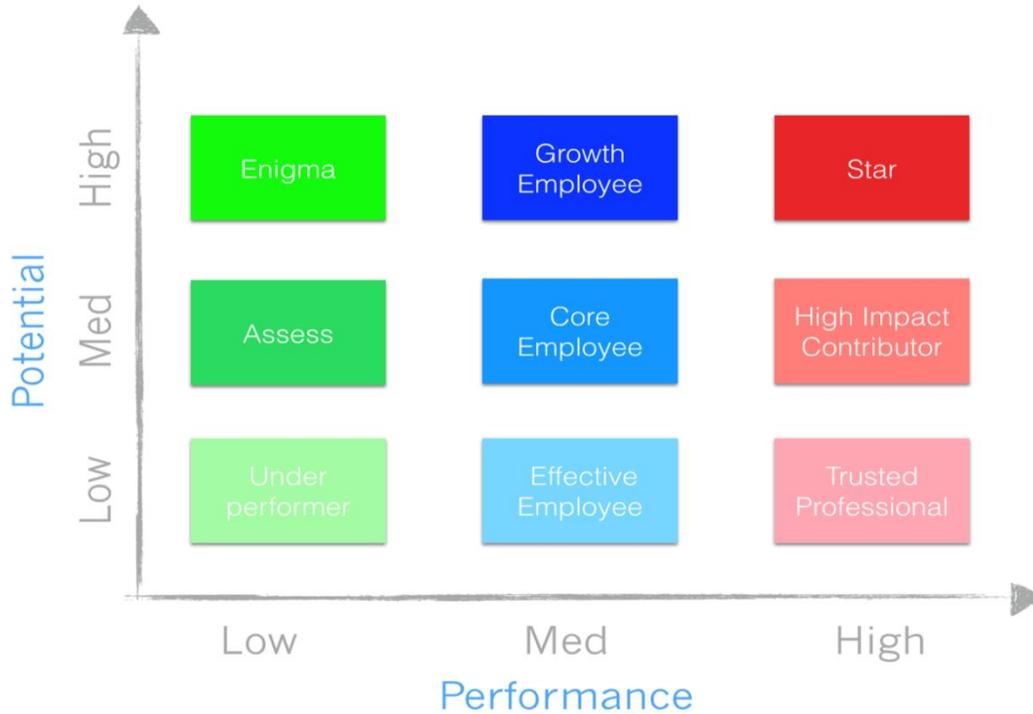
The Trust Pay and Personnel Committee will be responsible for ensuring that all schools have implemented the Succession Policy and will receive reports on school development work

The Trust Board will ensure that succession plans are in place for all key Trust roles including Chair, CEO, Director of Finance, Director of Primary, Director of Standards and school headteachers.

Connected policies

- Trust Staff Appraisal Policy
- Trust Pay Policy
- Recruitment Policy
- Governor, Director and Staff Codes of Conduct

**Appendix 1
The 9 Box Matrix**



McKinsey developed the 9 Box Matrix in the 1970s to help GE prioritize investments across its 150 business units. McKinsey evaluated these units according to industry attractiveness and competitive strength. HR teams have adjusted this model as a talent management tool, and replaced the two industry axes with people specific ones: performance and potential, as depicted above.

The main goal of the 9 Box Matrix is to categorize employees, determine who to promote, retain and invest in, and who to reallocate. First, the company categorizes all their employees into these buckets. Often, it's easiest for individual managers to do this individually, starting with the stars as benchmarks and move down and across the matrix to fill out the rest. Next, the management team meet to discuss. Finally, the management team implements plans for individuals. For us these will include stretch tasks and signposting of opportunities.

This matrix is often used as a tool to deliver performance evaluations, indicating to employees where they fit in the scheme of things, and what would be required of them to move about the matrix. The main challenge of the 9 Box Matrix presents to companies is assessing potential as objectively as possible. For example, potential varies by role. The potential of an employee within an individual contributor role could be quite different from that within a management role. Trust school leaderships will use the 9 box matrix to assist in their development of individuals

Appendix 2: Development Opportunities

The Local Authority has adapted a document created by Lancashire County Council to show the kind of development opportunities that staff can undertake to progress. We have added a range of opportunities for at CEO, governor and director level to this.

During appraisal meetings, staff meetings and informally, staff will have these opportunities signposted. They will also be on display in the staff room.



ACKNOWLEDGEMENT

The following Framework has been adapted from the Havering Leadership Professional Development Framework which was based on Lancashire County Council's CPD Framework

Members of the Board of Directors

At a school level...	In local networks and Teaching Alliances...	Within the Local Authority...	Nationally & Regionally...
<ul style="list-style-type: none"> • Attend Board meetings • Ask pertinent questions • Ensure all schools in the MAT are making rapid progress • Ensure all schools in the MAT are focused on their development priorities • Monitor and evaluate the effectiveness of school systems • Visit schools in the MAT on an annual basis • Write visit reports • Complete annual director self-evaluation 	<ul style="list-style-type: none"> • Attend MAT training days • Shadow the chair or vice chair of the MAT Board • Lead a committee of the MAT Board • Network with other directors from local and national Trusts • Undertake training to become a lead director for a specific area of responsibility ie Finance or Human Resources • Attend a Quality Assurance Day or feedback session at a school in the Trust 	<ul style="list-style-type: none"> • Keep up to date with the local educational, demographic, cultural and political situation • Read local newspaper • Attend training events 	<ul style="list-style-type: none"> • Keep up to date with national initiatives • Read educational journals and magazines such as Times Educational Supplement and Academy magazine • Read articles on the National Governors Association website • Become a National Leader of Governance • Follow leading educationalists on Twitter or the internet • Attend national training events for MAT Board members

Members of the Local Governing Body

At a school level...	In local networks and Teaching Alliances...	Within the Local Authority...	Nationally & Regionally...
<ul style="list-style-type: none"> • Attend Governing Body meetings • Ask pertinent questions • Ensure the school is making rapid progress • Ensure the school is focused on its development priorities • Monitor and evaluate the effectiveness of school systems • Visit the school on a regular basis • Write visit reports • Complete annual governor self-evaluation 	<ul style="list-style-type: none"> • Attend MAT training days • Shadow a member of a MAT Board • Attend a committee of the MAT Board • Join or create a group of governors from a variety of schools to discuss good practice • Undertake training to become a lead governor for a specific area of responsibility ie Finance or Human Resources • Attend a Quality Assurance Day or feedback session at the school 	<ul style="list-style-type: none"> • Keep up to date with the local educational, demographic, cultural and political situation • Read local newspaper • Attend training events 	<ul style="list-style-type: none"> • Keep up to date with national initiatives • Read educational journals and magazines such as Times Educational Supplement and Academy magazine • Read articles on the National Governors Association website • Become a National Leader of Governance] • Follow leading educationalists on Twitter or the internet

CEOs and Executive Headteachers

At a school level...	In local networks and Teaching Alliances...	Within the Local Authority...	Nationally & Regionally...
<ul style="list-style-type: none"> • School-based innovation • Pursue an action plan to achieve 'grade boundary' improvement • Develop leaders in your own school • Work with and help to develop an outstanding governing body • Proactive engagement with your own Appraisal and development • Maintain an ongoing professional portfolio • Undertake action research at a leadership level • Engage in shadowing and secondment opportunities • Take on a trainee headteacher in your school • Undertake a course of accredited study (eg MA) 	<ul style="list-style-type: none"> • Contribute to the management and/or programmes from the Teaching Schools • Develop/lead informal local networks (eg by school type, priorities, area etc) • Lead initiatives within a cluster of MATs • Work with leaders in other agencies (eg health; safeguarding; HR etc) • Support local schools in difficulty / challenging circumstances • Lead learning visits to other schools • Host teachers and leaders from other schools and MATs • Develop supportive cross-phase links (infant-junior; junior-secondary etc) • Arrange/lead peer reviews with local headteachers 	<ul style="list-style-type: none"> • Leadership & Management training programmes, courses, conferences • HT Consultative Meeting (termly) • Headteacher Forums (Hsis) • Annual Headteachers' Conference • Professional dialogue with Strategic Lead / SIP / RSC • Lead courses for others in an area of your expertise • Contribute to and lead LA steering groups, committees & local consortia • Contribute to New Headteacher programme (induction, mentoring) • Mentoring and coaching of others (eg Aspiring Leaders Programme) • Write up/publish action research • Support the LA in delivery of Inset • Support the LA's QA peer reviews 	<ul style="list-style-type: none"> • Awareness and support from system leaders outside education • Contribute to cutting-edge knowledge of national initiatives and developments • Consider MBA or appropriate modules • Operate as National Leader of Education Programme (NLE) • Operate as Local Leader of Education Programme (LLE) • Operate effectively as Ofsted inspector • Lead Peer to Peer MAT review • Professional Association CPD • Support and lead programmes for heads (NPQH etc) • Deliver NCTL courses and accreditations • Contribution to websites (Ofsted, DfE, NCTL, LGfL, ASCL, SSAT, etc) • Attend regional Conferences • Active membership and leadership within Leadership Networks, real and virtual • Establish centre of excellence and outstanding provision • Consider maintaining Twitter account

Established Headteachers

At a school level...	In local networks and Teaching Alliances...	Within the Local Authority...	Nationally & Regionally...
<ul style="list-style-type: none"> • School-based innovation • Pursue an action plan to achieve 'grade boundary' improvement • Develop leaders in your own school • Work with and help to develop an outstanding governing body • Proactive engagement with your own Appraisal and development • Maintain an ongoing professional portfolio • Undertake action research at a leadership level • Engage in shadowing and secondment opportunities • Take on a trainee headteacher in your school • Undertake a course of accredited study (eg MA) 	<ul style="list-style-type: none"> • Contribute to the management and/or programmes from the Teaching Schools • Develop/lead informal local networks (eg by school type, priorities, area etc) • Lead initiatives within a cluster or MAT • Work with leaders in other agencies (eg health; safeguarding; HR etc) • Support local schools in difficulty / challenging circumstances • Undertake learning visits to other schools • Host teachers and leaders from other schools • Develop supportive cross-phase links (infant-junior; junior-secondary etc) • Arrange/lead peer reviews with local headteachers 	<ul style="list-style-type: none"> • Leadership & Management training programmes, courses, conferences • HT Consultative Meeting (termly) • Headteacher Forums (Hsis) • Annual Headteachers' Conference • Secondment to the Local Authority • Training in statutory and core duties of senior leaders (eg safeguarding, H&S, diversity) • Professional dialogue with Strategic Lead / SIP / RSC • Lead courses for others in an area of your expertise • Contribute to LA steering groups, committees & local consortia • Contribute to New Headteacher programme (induction, mentoring) • Undertake Associate Headship • Mentoring and coaching of others (eg Aspiring Leaders Programme) • Undertake leadership/project development activity with other professionals • Write up/publish action research • Support the LA in delivery of Inset • Support the LA's QA peer reviews 	<ul style="list-style-type: none"> • Maintain a cutting-edge knowledge of national initiatives and developments • Apply for National Leaders of Education Programme (NLE) • Apply for Local Leaders of Education Programme (LLE) • Train as an Ofsted inspector • Talented Leaders Programme • Diocesan Programmes for leaders (BRES) • Subject Association CPD events • Professional Association CPD • Executive headship training • Host trainee heads (NPQH) • NCTL courses and accreditations • Websites (Ofsted, DfE, NCTL, LGfL, ASCL, SSAT, etc) • Attend regional Conferences • Join Leadership Networks, real and virtual • Visit centres of excellence and outstanding provision • Twitter accounts to follow - for example Ofsted, DfE, The Guardian, etc

New Headteachers

At a school level...	In local networks and Teaching Alliances...	Within the Local Authority...	Nationally & Regionally...
<ul style="list-style-type: none"> • Know key contact details • Pursue an action plan to achieve 'grade boundary' improvement • Share plans with 'critical friend' (eg another HT, Strategic Lead/SIP) • Develop leaders in your own school around your own vision and philosophy • Take on a trainee headteacher in your school • Work with and help to develop your governing body • Proactive engagement with your own Appraisal and development • Maintain an ongoing professional portfolio • Engage in short-term shadowing opportunities • Undertake a whole school review with your Strategic Lead/SIP • Commission a 'Health Check' in key areas (eg SEND, Pupil Premium, Early Years, etc) 	<ul style="list-style-type: none"> • Undertake focused visits to other schools • Partnered 'learning walks' in other schools • Contribute to and attend the programmes from the Teaching Schools • Attend and contribute to the running of local networks • Take part in initiatives within a cluster or MAT • Work with leaders in other agencies (eg health; safeguarding; HR etc) • Host teachers and leaders from other schools • Foster informal partnerships with other local Headteachers 	<ul style="list-style-type: none"> • Mentoring from an experienced headteacher • New Headteachers' Induction Programme • New Headteachers' Network • HT Consultative Meeting (termly) • Headteacher Forums (Hsis) • Annual Headteachers' Conference • Professional dialogue with Strategic Lead and/or SIP • Leadership & Management training programmes, courses, conferences • Termly subject/phase networks as necessary • Annual Conferences (eg Early Years, SEND) • Training in statutory and core duties of senior leaders (e.g. safeguarding, health & safety, diversity) • Seek CPD support/advice from Havering School Improvement Services (Hsis) 	<ul style="list-style-type: none"> • Maintain a cutting-edge knowledge of national initiatives and developments • Train as an Ofsted inspector • Diocesan Programmes for leaders (BRES) • Subject Association CPD events • Professional Association CPD events • Attend regional Conferences • NCTL courses and accreditations • Join Leadership Networks, real and virtual • Visit centres of excellence and outstanding provision • Websites (Ofsted, DfE, NCTL, LGfL, ASCL, SSAT, etc) • Twitter accounts to follow - for example Ofsted, DfE, The Guardian, etc

Experienced Deputy / Assistant Headteacher

At a school level...	In local networks and Teaching Alliances...	Within the Local Authority...	Nationally & Regionally...
<ul style="list-style-type: none"> • Undertake action research at a leadership level • Lead school-based innovation • Spend time as Acting Headteacher and be clear what you have learnt • Shadow the headteacher • Observe meetings of the governing body • Plan and manage a recruitment and selection process • Lead and manage opportunities for whole-school CPD • Evaluate whole-school data and contribute to the SEF • Develop an understanding of the school's budget and budget management systems • Lead a 'Learning Walk' • Develop middle leaders in school • Liaise with external agencies • Proactively engage with your own Appraisal • Maintain an ongoing professional portfolio • Undertake a course of accredited study (eg MA) 	<ul style="list-style-type: none"> • NPQSL • Train as an SLE • Undertake focused visits to other schools • Partnered 'learning walks' in other schools • Contribute to and attend the programmes from the Teaching Schools • Attend and contribute to the running of local networks • Take part in initiatives within a cluster or MAT • Work with leaders in other agencies (eg health; safeguarding; HR etc) • Host teachers and leaders from other schools • Foster informal partnerships with other local deputies/assistants 	<ul style="list-style-type: none"> • Leadership & Management Training programmes, courses, conferences • Aspiring Leaders' Programme (aspiring to eventual headship) • Deputy Headteacher Conferences • Deputy Headteacher Forum • Termly subject/phase networks as necessary • Annual Conferences (eg Early Years, SEND) • Training in statutory and core duties of senior leaders (e.g. safeguarding, health & safety, diversity) • Be a mentor to new Deputy Heads, Assistant Heads or middle leaders • Support the LA delivery of Inset • Seek CPD support/advice from Havering School Improvement Services (Hsis) • Look for opportunities to act as an Associate Headteacher or Associate DHT in other schools • Appraisal reviewer training 	<ul style="list-style-type: none"> • Maintain a cutting-edge knowledge of national initiatives and developments • NPQH • Train as an Ofsted inspector • Future Leaders Programme • Diocesan Programmes for leaders (BRES) • Subject Association CPD events • Professional Association CPD events • Attend regional Conferences • NCTL courses and accreditations • Join Leadership Networks, real and virtual • Visit centres of excellence and outstanding provision • Websites (Ofsted, DfE, NCTL, LGfL, ASCL, SSAT, etc) • Twitter accounts to follow - for example Ofsted, DfE, The Guardian, etc

New Deputy / Assistant Headteacher

At a school level...	In local networks and Teaching Alliances...	Within the Local Authority...	Nationally & Regionally...
<ul style="list-style-type: none"> • Understand the Headteacher's vision and plans for the school • Have a full overview of the school's performance in all key areas - plus evidence to support • Talk to key staff to learn their plans – what they think is working and not working • Know key contact details if/when covering HT's absence • Undertake some action research at a leadership level • Lead school-based innovation • Spend time as Acting Headteacher and be clear what you have learnt • Shadow the headteacher • Observe meetings of the governing body • Lead and manage opportunities for whole-school CPD • Evaluate whole-school data and contribute to the SEF • Liaise with external agencies • Proactively engage with own Appraisal • Maintain an ongoing professional portfolio 	<ul style="list-style-type: none"> • Train as an SLE • NPQSL • Undertake focused visits to other schools • Partnered 'learning walks' in other schools • Attend the programmes from the Teaching Schools • Attend local networks • Take part in initiatives within a cluster or MAT • Work with leaders in other agencies (eg health; safeguarding; HR etc) • Host teachers and leaders from other schools • Foster informal partnerships with other local deputies/assistants • Find out who is doing your work in other local schools 	<ul style="list-style-type: none"> • Aspiring Leaders' Programme (aspiring to eventual headship) • Aspiring to Deputy Headship course (for middle leaders and assistant heads) • New Deputy / Assistant Headteacher Mentor Programme • Deputy Headteacher Conferences • Deputy Headteacher Forum (termly) • Leadership & Management Training programmes, courses, conferences • Termly subject/phase networks as necessary • Annual Conferences (eg Early Years, SEND) • Training in statutory and core duties of senior leaders (e.g. safeguarding, health & safety, diversity) • Be a mentor to new middle leaders • Support the LA delivery of Inset • Seek CPD support/advice from Havering School Improvement Services (Hsis) 	<ul style="list-style-type: none"> • Consider NPQH • Consider training as an Ofsted inspector • Future Leaders Programme • Diocesan Programmes for leaders (BRES) • Subject Association CPD events • Professional Association CPD events • Attend regional Conferences • NCTL courses and accreditations • Join Leadership Networks, real and virtual • Visit centres of excellence and outstanding provision • Websites (Ofsted, DfE, NCTL, LGfL, ASCL, SSAT, etc) • Twitter accounts to follow - for example Ofsted, DfE, The Guardian, etc

Experienced Middle Leaders

At a school level...	In local networks and Teaching Alliances...	Within the Local Authority...	Nationally & Regionally...
<ul style="list-style-type: none"> • Take on the role of NQT Induction Tutor • Lead a core subject • Analyse and discuss school performance data beyond own specialism with a member of SLT • Support new middle leaders as coach/mentor • Shadow an Assistant or Deputy Headteacher • Contribute to school-based innovation / action research • Make a link with the governing body (through link governors or reports to governors) • Engage with your own Performance Management and ensure your PM of others is robust and has an impact • Maintain an ongoing professional portfolio • Join a professional association • Identify and facilitate CPD for colleagues • Lead INSET • Take responsibility for a budget 	<ul style="list-style-type: none"> • Train as an SLE • NPQSL • NPQML • Attend or contribute to the programmes from the Teaching Schools • Undertake visits to other schools • Host teachers from other schools • Take on a leadership role within local networks • Partnered 'learning walks' in other schools focusing on your key areas • Subject Leaders' Network where applicable • Set up Leading Teachers' Networks • Foster informal partnerships with other local subject/aspect/phase leads 	<ul style="list-style-type: none"> • Aspiring Leaders' Programme (aspiring to eventual headship) • Aspiring to Deputy Headship course (for middle leaders and assistant heads) • Termly Subject Leader Networks • Termly Aspect/Phase Leader Networks • Hsis Subject Leadership Development Training (English, Maths, Computing) • Subject -specific training and development programmes (Hsis) • Leadership & Management Training programmes, courses, conferences • Annual Conferences (eg English, Maths, Computing, Early Years, SEND) • Leading Teacher and Leading Subject Leader opportunities • Secondment as an Adviser • Opportunities to engage in an improvement project (e.g. moderation teams; assessment working parties) • Training as an NQT Induction Tutor 	<ul style="list-style-type: none"> • Subject Association CPD events • Professional Association CPD events • Diocesan Programmes for leaders (BRES) • Attend regional Conferences • Join Leadership Networks, real and virtual • Visit centres of excellence and outstanding provision • Websites (Ofsted, DfE, NCTL, LGfL, ASCL, SSAT, SENJIT, subject associations, etc) • Twitter accounts to follow - for example Ofsted, DfE, The Guardian, etc

New Middle Leaders

At a school level...	In local networks and Teaching Alliances...	Within the Local Authority...	Nationally & Regionally...
<ul style="list-style-type: none"> • Analyse and discuss school performance data in own specialism with a member of SLT • Act as an NQT mentor • Be coached by an experienced middle leader • Shadow an experienced middle leader • Contribute to school-based innovation / action research • Make a link with the governing body (through link governors or reports to governors) • Engage with your own PM • Maintain an ongoing professional portfolio • Join a professional association • Identify and facilitate CPD • Lead INSET • Seek support in managing a budget • Seek support in developing action plans and policies • Identify own training needs and those of other staff • Report to the senior leadership team on your area 	<ul style="list-style-type: none"> • Train as an SLE • NPQML • Professional Learning Partners (PLP) Programme for new middle leaders • Attend the programmes from the Teaching Schools • Undertake visits to other schools • Host teachers from other schools • Join and participate in local networks • Partnered 'learning walks' in other schools focusing on your key area • Subject Leaders' Networks where applicable • Foster informal partnerships with other local subject/aspect/phase leads • Find out who is doing your work in other local schools 	<ul style="list-style-type: none"> • Leadership Development Programme • Middle Leader Mentor Programme • Termly Subject Leader Networks • Termly Aspect/Phase Leader Networks • Hsis Subject Leadership Development Training (English, Maths, Computing) • Subject -specific training and development programmes (Hsis) • Leadership & Management Training programmes, courses, conferences • Annual Conferences (eg English, Maths, Computing, Early Years, SEND) • Opportunities to engage in an improvement project (e.g. moderation teams; assessment working parties) • Seek CPD support/advice from Havering School Improvement Services (Hsis) 	<ul style="list-style-type: none"> • Subject Association CPD events • Professional Association CPD events • Middle leadership development programmes • Diocesan Programmes for leaders (BRES) • Attend regional Conferences • Join Leadership Networks, real and virtual • Visit centres of excellence and outstanding provision • Websites (Ofsted, DfE, NCTL, LGfL, ASCL, SSAT, SENJIT, subject associations, etc) • Twitter accounts to follow - for example Ofsted, DfE, The Guardian, etc

Experienced Teachers

At a school level...	In local networks and Teaching Alliances...	Within the Local Authority...	Nationally & Regionally...
<ul style="list-style-type: none"> • Lead a working group on a specific whole-school issue • Lead INSET for teachers/TAs • Engage with your own PM • Develop a wider range of expertise that can be used within and across schools (eg teach in a different key stage; lead a different subject) • Take a lead role in Pupil Progress Meetings (PPMs) • Shadow a middle leader • Take part in a learning walk with a specific focus • Discuss school performance data (own class, year group, whole school) with a member of SLT • Mentor NQTs or new staff • Coach other staff • Take responsibility for a budget (e.g. subject, aspect, PTA etc...) • Act as a Teacher Governor • Work with external agencies • Maintain a professional portfolio • Undertake action research • Undertake a course of accredited study (Post-Graduate certificate, diploma, MA) 	<ul style="list-style-type: none"> • Attend training and development events via the Teaching Schools or clusters • Outstanding Teacher Programme (OTP) • Improving Teacher Programme (ITP) • Offer to contribute to wider training events • Volunteer services to your local cluster (there's always plenty to do!) • Visit other schools with a specific focus • Take part in the activities of a local network - possibly leading on an aspect of your personal strength • Undertake a partnered learning walk in other schools • Join a Subject/Aspect Leaders' Network • Consider a role as an Specialist Leader in Education (SLE) 	<ul style="list-style-type: none"> • Attend Leaders of the Future courses • Hsis Subject Leadership Development Training (English, Maths, Computing) • Attend wide range of CPD events run by the Local Authority and Hsis • Subject -specific training and development programmes (Hsis) • Leadership and Management Training programmes, courses, conferences • Annual Conferences (eg Early Years, SEND) • Opportunities to engage in an improvement project (e.g. moderation teams; assessment without levels working parties) • Seek CPD support/advice from Havering School Improvement Services (Hsis) • Act as an Associate Teacher in other schools if opportunity arises • Volunteer to contribute to/lead local INSET sessions for Hsis 	<ul style="list-style-type: none"> • Subject Association CPD events • Professional Association CPD events • Middle leadership development programmes • Diocesan Programmes (BRES) • Attend regional Conferences • Join Teacher and/or Leadership Networks, real and virtual • Visit centres of excellence and outstanding provision • Websites (Ofsted, DfE, NCTL, LGfL, ASCL, SSAT, SENJIT, subject associations, etc) • Twitter accounts to follow - for example Ofsted, DfE, The Guardian, etc

Teachers

At a school level...	In local networks and Teaching Alliances...	Within the Local Authority...	Nationally & Regionally...
<ul style="list-style-type: none"> • Deepen understanding of teaching and learning (eg welcome coaching, seek advice, be observed, observe others, act on feedback on your teaching) • Develop a wider range of expertise to use within schools (eg AfL, phonics, oracy, etc) • Engage with your own PM • Undertake team-teaching / triads • Take part in a learning walk with a specific focus • Develop and share new resources • Seek support in analysing pupil data for own class/year group • Take a positive role in Pupil Progress Meetings (PPMs) • Contribute to staff meetings • Support a trainees in your class • Take responsibility for a budget (e.g. subject, aspect, PTA etc...) • Act as a Teacher Governor • Work with external agencies • Maintain a professional portfolio • Undertake action research • Undertake a course of accredited study (Post-Graduate certificate, diploma, MA) 	<ul style="list-style-type: none"> • Observe teaching in other contexts (e.g. different phase, catchment, special school etc) • Network with other teachers teaching the same year groups (eg to co-plan, assess work etc) • Engage with a Specialist Leader of Education (SLE) • Attend training and development events via the Teaching Schools or clusters • Outstanding Teacher Programme (OTP) • Improving Teacher Programme (ITP) • Offer to contribute to wider training events • Volunteer services to your local cluster (there's always plenty to do!) • Take part in activities of a local network - possibly leading on an aspect of your personal strength • Undertake a partnered learning walk in other schools • Join a Subject/Aspect Leaders' Network to gain expertise / specialism 	<ul style="list-style-type: none"> • Attend wide range of CPD events run by the Local Authority and Hsis • Attend Leaders of the Future courses • Subject -specific training and development programmes (Hsis) • Leadership and Management Training programmes, courses, conferences • Annual Conferences (eg English, Maths, Computing, Early Years, SEND) • Offer services in your specialism to LA inspector/adviser • Opportunities to engage in an improvement project (e.g. moderation teams; assessment working parties) • Seek CPD support/advice from Havering School Improvement Services (Hsis) 	<ul style="list-style-type: none"> • Subject Association CPD events • Professional Association CPD events • Middle leadership development programmes • Diocesan Programmes (BRES) • Attend regional Conferences • Join Teacher and/or Leadership Networks, real and virtual • Visit centres of excellence and outstanding provision • Websites (Ofsted, DfE, NCTL, LGfL, ASCL, SSAT, SENJIT, subject associations, etc) • Twitter accounts to follow - for example Ofsted, DfE, The Guardian, etc

Newly Qualified Teachers

At a school level...	In local networks and Teaching Alliances...	Within the Local Authority...	Nationally & Regionally...
<ul style="list-style-type: none"> • Learn from others! • Engage with support from your induction tutor • Engage with your own PM • Participate in your school-based induction programme • Sustain your career entry and development profile • Deepen understanding of teaching strategies (e.g. welcome coaching, seek advice, be observed, observe others teach, act on feedback on your teaching) • Be supported in using data for your own class to plan learning • Lead support staff in planning for pupils' learning • Identify openly your own areas for development • Develop, share and seek feedback on new resources • Take a positive role in Pupil Progress Meetings (PPMs) • Participate in a working group on a specific whole-school issue • Contribute to staff meetings • Undertake team-teaching • Use release time to support CPD 	<ul style="list-style-type: none"> • Attend NQT training and development events via the Teaching Schools or clusters • Improving Teacher Programme (ITP) • Observe teaching in similar contexts (e.g. phase, catchment, subject, etc) • Network with other teachers (e.g. other NQTs, other teachers teaching the same year groups) • Engage with a Specialist Leader of Education (SLE) • Take part in the activities of a local network • Undertake a partnered learning walk in other schools • Take part in the activities and joint-research of a local network 	<ul style="list-style-type: none"> • Attend NQT Induction Courses - wide range of courses run by the Hsis • Subject -specific training and development programmes (Hsis) • Annual Conferences (eg English, Maths, Computing, Early Years, SEND) • Opportunities to engage in an improvement project (e.g. moderation teams; assessment without levels working parties) • Seek CPD support/advice from Havering School Improvement Services (Hsis) • Seek support from the Hsis NQT Induction Lead Inspector (01708 433813) 	<ul style="list-style-type: none"> • Subject Association CPD events • Professional Association NQT events • Diocesan NQT and general teaching programmes (BRES) • Attend regional Conferences • Join Teacher Networks, real and virtual • Visit centres of excellence and outstanding provision • Websites (Ofsted, DfE, NCTL, LGfL, ASCL, SSAT, SENJIT, subject associations, etc) • Twitter accounts to follow - for example Ofsted, DfE, The Guardian, etc

Higher Level Teaching Assistants (HLTAs)

At a school level...	In local networks and Teaching Alliances...	Within the Local Authority...	Nationally & Regionally...
<ul style="list-style-type: none"> • Engage with own Performance Management • Maintain a professional portfolio • Act as role model to other TAs • Coach and Mentor other TAs • Support the induction of new TAs • Line manage and/or co-ordinate other TAs • Develop and maintain an area of expertise within the school. • Work with external support agencies • Contribute to school-based innovations • Make a positive contribution to staff meetings • Develop a deeper understanding of teaching and learning strategies (eg by INSET, observations, discussions, etc) • Join a professional association 	<ul style="list-style-type: none"> • Visit other schools. • Observe TAs in other contexts (eg different phase, special school, etc). • Attend TA/HLTA local network meetings via clusters or Teaching School events • Network with other support staff in school • Take part in the activities of a local network • Undertake a partnered learning walk in other schools 	<ul style="list-style-type: none"> • Role specific training e.g. management skills for HLTAs and TAs • Attend specialist courses for TAs and HLTAs (eg maths, grammar, etc) • Level 2 and 3 Teaching Assistant Courses (Adult College) • Level 3 Diploma in Specialist Support (Adult College) • Level 3 Certificate in Cover Supervision (Adult College) • Short Courses: Mental Health and Young People; Dyslexia Awareness; Behaviour Management; The Impact of Gender on Learning Support; ADHD, Autism and SEN (Adult College) • Makaton Training – 10 sessions for parents, TAs and teachers (CAD Team) • ELKLAN Training – 10 sessions of speech and language training focusing on primary secondary and complex needs (CAD Team) 	<ul style="list-style-type: none"> • Become a teacher! School Direct; Teach First • Outstanding Teaching Assistant Programme (OTAP) – various providers • E-Learning opportunities • Links with HE institutions e.g. foundation degree, degree. • Links with FE institutions e.g. coaching, mentoring. • TA forums on The Times Educational Supplement website • Twitter accounts to follow - for example Ofsted, DfE, The Guardian, etc

Teaching Assistants

At a school level...	In local networks and Teaching Alliances...	Within the Local Authority...	Nationally & Regionally...
<ul style="list-style-type: none"> • Engage with own Performance Management • Maintain a professional portfolio • Support the induction of new TAs • Develop and maintain an area of expertise within the school. • Work with external support agencies • Contribute to school-based innovations • Make a positive contribution to staff meetings • Develop a deeper understanding of teaching and learning strategies (eg by INSET, observations, discussions, etc) • Participate in a working group. • Join a professional association 	<ul style="list-style-type: none"> • Visit other schools. • Observe TAs in other contexts (eg different phase, special school, etc). • Attend TA local network meetings via clusters or Teaching School events • Network with other support staff in school • Take part in the activities of a local network 	<ul style="list-style-type: none"> • Role specific training e.g. management skills for TAs • Attend specialist courses for TAs (eg maths, grammar, etc) • Level 2 and 3 Teaching Assistant Courses (Adult College) • Level 3 Diploma in Specialist Support (Adult College) • Level 3 Certificate in Cover Supervision (Adult College) • Short Courses: Mental Health and Young People; Dyslexia Awareness; Behaviour Management; The Impact of Gender on Learning Support; ADHD, Autism and SEN (Adult College) • Makaton Training – 10 sessions for parents, TAs and teachers (CAD Team) • ELKLAN Training – 10 sessions of speech and language training focusing on primary secondary and complex needs (CAD Team) 	<ul style="list-style-type: none"> • Training and preparation towards HLTA status (various providers) • Outstanding Teaching Assistant Programme (OTAP) – various providers • E-Learning opportunities • Links with HE institutions e.g. foundation degree, degree. • Links with FE institutions e.g. coaching, mentoring. • TA forums on The Times Educational Supplement website • Twitter accounts to follow - for example Ofsted, DfE, The Guardian, etc