

<b>Policy Title:</b>	<b>Dedicated Leadership Time Policy</b>	
<b>Date of Issue:</b>	05/11/2018	
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<b>Author &amp; Role</b>	Mr K Welsh - Headteacher	
<b>Ratified by:</b>	Governors Policy Committee	
<b>Responsible signatory:</b>	W Blundell	M Maher
<b>Date of signature:</b>	05.11.2018	05.11.2018
<b>Outcome:</b>	This Policy: Sets out free, uninterrupted time for Senior Leaders to discharge responsibilities and concentrate on leadership and management responsibilities without being distracted by routine operational matters.	
<b>Cross Reference:</b>	Directed Time Policy Pay Policy PPA	

## EQUALITY AND DIVERSITY STATEMENT

Astley Park School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

## POLICY REVIEW

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

# Dedicated Leadership Time

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Astley Park School

# Dedicated Leadership Time

## 1. Context

Dedicated leadership time should provide some of the time needed for Senior Leaders to discharge the responsibilities outlined in the School Teachers Pay and Conditions Document – in particular those which make the senior leaders responsible for the leadership, internal organisation, management and control of the school. The aim is to free Senior Leaders to think, analyse, plan or carry out any of the associated activities so that the school has a direction.

The Headteacher is responsible for ensuring that the Senior Leaders have dedicated leadership time within the school sessions.

There is no national statutory guidance on the appropriate amount of dedicated leadership time as the circumstances of each school are different. However, it should be a meaningful, uninterrupted, single block of time of reasonable length in which to concentrate on leadership and management responsibilities without being distracted by routine operational matters.

For example if the pupil day is six hours i.e. thirty hours a week, the Senior Leaders dedicated leadership time might be around ten per cent i.e. three hours per week. It is recommended that this single block of time should be identified, preferably on the same morning or afternoon each week

The provision of dedicated leadership time can help school leaders focus on:

- school improvement
- raising standards
- school development
- improved monitoring and evaluation
- improved well-being of staff and pupils.

During dedicated leadership time the school leaders should not normally be

- required to deal with routine matters
- asked to take telephone calls, or deal with enquiries in person
- expected to cover for absent colleagues
- required to meet parents, governors or other visitors to the school

It is recommended each year the Clerk to the Governing Body ensures that the Chair places on the agenda an item under which the headteacher will confirm to the governing body that the senior leaders have taken dedicated leadership time in accordance with the school timetable, or otherwise advise the Governing Body of any difficulties which may have arisen. It is not for the Headteacher to specify what the senior leaders does during dedicated leadership time, but the senior leader may usefully share with governors some information on the activities undertaken over the past year. A fuller report may also form part of the annual review of the senior leaders' performance by appropriate committee of the governing body.

## 2. What could dedicated leadership time look like?

How this will work in practice will differ according to the varying needs of individuals but it is essential that "...dedicated time to lead..." is kept to the fore. The following are some thoughts and ideas about how it *could* look. These are neither exhaustive nor directive but are rather put forward to stimulate thinking and discussion.

### (i) Individual time:

- Time to read, absorb and interpret Government documents and what the implications could be for an individual school
- Time to consider the broader strategic aims for the school and how these match up to both national and local agendas
- Taking the time to look further forward and consider what other initiatives are on the horizon and how best to lead the school to meet these future challenges

### (ii) With a partner:

- Senior Leaders with Headteacher, or together taking time to 'unpick' some of the broader strategic goals for the school. This may well provide senior leaders with individual time for reflection and could involve some of the smaller more tactical type of planning. E.g. 'this is the big picture; how do we plot the small steps that allow us to realise our broader goals'

### (iii) With other senior leaders:

- Finding a place away from school to 'bounce' ideas and views off a trusted and respected colleague. This could also present the opportunity to have some of the ideas and plans devised (during the previous dedicated time) to be tested by challenging 'what if..' types of questioning
- As a small group, sharing their views of what the current national and local agenda could mean and how best to meet the challenges. This could also be an opportunity to share ideas and practices already in existence in colleague's schools that could evolve further to meet local / National priorities
- Attending conferences to help maintain a fresh 'bigger picture' view of the broader educational setting

### (iv) With a leadership coach:

- With a suitably trained and experienced Leadership coach, use the process to deal with a key issue that may be problematical and to agree a commitment to action to address this

### (v) Individual Face to Face meeting with Headteacher

- Senior Leaders will be offered regular F2F meetings with the headteacher to discuss strategic goals and progress towards them

### **(3) In summary**

It is important that senior leaders take the opportunity of dedicated leadership time. In the same way that teacher's PPA time will (where used effectively) significantly improve the quality of outcomes for children, dedicated leadership time provides the opportunity to significantly improve the leadership of the whole school.

### **(4) Dedicated Leadership Time: A Statement of Intent:**

The Governing body of Astley Park School is committed to ensuring that the Senior Leaders receives an appropriate entitlement of dedicated leadership time within which to work without interruption upon the strategic responsibilities of leadership.

### **(5) Provision of time:**

Dedicated leadership time in this school will comprise of three days or six half-days per half term.

The time will be allocated during the school sessions and identified on the school timetable.

Dedicated Leadership time is separate from and additional to any guaranteed time for planning, preparation and assessment to which the senior leader is entitled commensurate with his/her teaching commitments.

During dedicated leadership time the senior leader may work at home or offsite and will NOT be required to deal with routine matters, take telephone calls or deal with enquiries in person, be expected to cover for absent colleagues or required to meet parents, governors or other visitors to the school unless urgent matters or emergency situations arise.

Appropriate arrangements will be made for dealing with these matters similar to those which apply when the senior leader is off the premises attending meetings or visiting other schools.

### **(6) Resources:**

Any cost implications will be considered when the school budget is set and the resources necessary to enable the senior leader to take up the entitlement to dedicated leadership time will be identified.

### **(7) Review:**

The provision will be reviewed annually, prior to the start of as part of the Senior Leaders annual performance review to ensure that the priorities of the school and the statutory requirements of the School teachers Pay and Conditions Document can continue to be properly delivered.

The Headteacher will ensure that the Senior Leader has an appropriate opportunity by including dedicated leadership time as an annual agenda item at a governing body meeting to confirm that they have taken dedicated leadership time in accordance with the school timetable or advise the governing body of any difficulties which may have arisen.

The appropriate committee of the Governing body may receive feedback on the use of dedicated leadership time as part of the School Effectiveness and evaluation process.

