

Learning Accord Multi Academy Trust

Succession Planning Policy



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Name of Policy Writer	LAMAT
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Vision

Learning Accord Multi Academy Trust vision is focused on:

Church of England Schools working in partnership with community schools

Preserving and Promoting Distinctive Context for church and community schools

Commitment to achieving excellence for all pupils so that they can meet their full potential

The succession planning policy is rooted in this vision which supports all pupils and staff to develop through partnership.

Introduction

The Trust is committed to developing all members of staff in ways which:

- maximise the strengths of individual staff so that they can develop and contribute effectively
- provide high quality continual professional development opportunities
- achieve distributed leadership at all levels
- support the development of talent
- build effective leadership capacity

The Succession Planning Policy should be read in conjunction with the Recruitment Policy, which sets out the processes at every step of the recruitment process, including safer recruitment practices.

Principles

This Policy is based on the underlying principles that:

- strengthening leadership capacity supports high quality curriculum delivery and places the needs of pupils at the root of all planning
- growing leadership capacity benefits each academy supporting recruitment of experienced leaders across the Trust
- standards and performance are improved through the sharing of best practice and creation of partnerships for leaders, teachers and support staff across and beyond the Trust

Trust Growth and Sustainability

The Trust balances growth with sustainability to ensure careful succession planning in line with the Scheme of Delegation that:

- identifies leadership potential and enables training and support for professional development
- reflects leadership development within improvement plans
- reflects staff development at all levels within Self Evaluation Forms (SEFS)
- regularly reviews and evaluates leadership structures and their effectiveness to support the most efficient and effective models of leadership at both academy and Trust level
- provides appropriate induction and support, coaching and mentoring for all staff including leaders across the Trust
- promotes the Trust's approach to leadership development to external candidates and schools
- supports the progression of all staff as they move onto leadership posts within and beyond the Trust
- supports the recruitment of high-quality leaders and staff across the Trust

Learning Accord Staffing Review

On an annual basis each academy or school within the Trust is asked to monitor:

- The number and deployment of staff in line with available budgets
- Teaching and Learning Responsibilities
- Spread of staff on different salary points
- Protected characteristics profile
- Staff Turnover rate
- Number and destinations of leavers per annum
- In School/Trust/External promotions
- CPD priorities at the whole school level and individual level
- Ongoing personalised development training
- Staff undertaking National Professional Qualification for Headship (NPQH)
- Staff undertaking other management and leadership development e.g. NPQLTD, NPQLT, NPQLBC, NPQLL, NPQSL, NPQEL, NPQEYL.

Information will be gathered and shared through regular liaison including the MAT Heads and Business Manager Networks and in liaison with individual academies. Information is reported to the CEO and Board of Trustees to further support the Trust's Strategic Planning.

MAT Central Team

The MAT Central Team structure is regularly reviewed in line with growth and capacity to:

- ensure sustainability over time
- support succession planning in the light of staff absence
- develop expertise across the team in line with the MAT Assurance Framework.
- reflect the Diocesan Academies Strategy
- carefully manage staff absence so that central services and support for academies and schools is not impacted.

This is supported through regular liaison with The Anglican Diocese of Leeds, the DfE, and local authorities to provide a cohesive and joined up approach to manage challenges.

The MAT Staffing Structure, provides an opportunity for distributed leadership and a collaborative working approach, so that should any member of the central team be absent, the impact is minimised for schools and the usual functions can continue.



Similarly, the Trust supports all schools and academies to manage periods of staff absence, particularly the absence of key leaders including Headteachers, Deputy and Assistant Headteachers and Business Managers. Succession Planning has a key role to play in ensuring that staff have the appropriate skills and expertise to step up where necessary.

Long Term Absence

In the event of long-term absence of any central team member, the CEO and Executive Team will redistribute work or arrange appropriate cover to ensure that Academies in the Trust are properly supported.

In the event that the CEO experiences long term absence, the Interim Deputy CEO will work with Trustees to determine overall responsibility for leadership of the MAT. Members of the Executive Team will prioritise business continuity as follows:

Interim Deputy CEO & CFO	Director of Academy Improvement
Shared Responsibilities	
Safeguarding and welfare	Safeguarding and welfare
Culture of high aspirations	Culture of high aspirations
Strategic leadership and direction	Strategic leadership and direction
Health and Safety- liaison with Estates Manager	Health and Safety- Academy Site Specific
Relationships with Diocese and DfE	Relationships with Diocese and DfE
Develop partnership with academies	Develop partnership with academies
Work with trustees to manage recruitments	Work with trustees to manage recruitments
Effective working relationships	Effective working relationships
Distributed Responsibilities	
Maintenance of Strong Financial Position	Educational and Leadership Capacity
Long Term Strategic Financial Planning	Analyse Academy Performance- data/outcomes
Due diligence processes (financial/strategic)	Educational due diligence
External and Internal Audit	Academy Performance- progress towards Improvement Plans/Rapid Action Plans
Strategic advice- staffing structure	Academy specific staff competence
Resource Management	Pupil Outcomes
Statutory Compliance	Work with local communities/local education partners
Completion of DfE Returns	
Quality Assurance requirements- Trust Handbook	Quality Assurance requirements- Ofsted/SIAMS
Management and organisational structures- employee outcomes	Management and organisational structures-pupil outcomes
Liaison with the Regional Director/DFE link personnel, ESFA, LA, Diocese	Liaison with LA/Diocese, Ofsted, SIAMS
Complete/submit DfE Grant applications- TCAF, ESIF etc	Check work of AIO's/consultants
Staffing/HR liaison	Supportive School Environments
Future growth discussions/dfe	
Trust expansion plans	
Conversions, progress meetings, liaison with solicitors/legal teams, school leaders, dfe and Diocese	Academy specific support
Work with trustees and local governing bodies to manage and mitigate risk	Work with trustees and local governing bodies to shape strategic direction
Work with the Estates Manager- Land and Buildings Returns	
Estates Management Plan/Asset Management/Fixed Asset	
Trust Risk Register/Management of Risk/liasion with Risk Protection Agency, disaster recovery	
Trust wide health and safety including policy	Academy specific health and safety issues
Performance Management- central team members (finance, admin, estates, IT etc)	Performance Management- School Improvement Team, some headteachers
Strategic IT Planning	

Monitoring and Review

In implementing this Policy senior leadership teams and local governing bodies will:

- monitor leadership development within each school
- develop and sustain links with other Trust academies and schools
- maintain an overview of each school's staffing profile in line with available budgets
- allocate sufficient funding support leadership development and other staff promotion and pay progression
- ensure involvement in internal and national leadership development and succession planning initiatives
- develop a school culture which is seen by all current and prospective staff to offer leadership development opportunities which benefit individual staff as well as the Trust
- collaborate with other Trust schools

Succession Planning Procedures

Learning Accord succession planning procedure supports individual aspirations to become future managers and leaders as well as focusing on developing a 'pool' of internal and external candidates from which appointments can be made.

This is achieved through:



People and Positions

The Trust's succession plan will target senior positions to consider short-term and long-term successors for available posts. The Trust recognises that some posts require specific knowledge of curriculum areas or pupil groups, or specific leadership qualities and skills

Learning Accord focuses on identifying and developing potential successors through talent management so that candidates can be identified for a variety of roles. In the immediate term, Trust leaders, including trustees will work with leaders across the Trust to provide a short-term solution to absence or when situations develop that require an immediate solution. This may include secondment arrangements, cover arrangements, supply arrangements or other solutions to support continued provision. In the longer term, Trust leaders will support recruitment arrangements to ensure that high quality provision is in place.

Key factors in the succession planning process include:

- consideration of pitfalls and barriers
- consideration of additional capacity
- trust wide development priorities and projects
- potential leadership capacity and capability
- reputational factors, community perceptions

Succession Planning Opportunities

On an annual basis the Trust will work with leaders to review the succession plan to:

- further support leadership development opportunities to the benefit of all academies and schools in the Trust.
- consider the funding and cover for staff to attend development programmes
- continue to make use of cross school collaborative activities
- fund specific cross Trust projects (e.g. supported by grants such as TCaF)
- develop existing senior leaders to oversee projects and development opportunities through structured coaching and mentoring.

Inclusive Recruitment Practice

The Trust continues to work on promoting itself as an attractive employer. To this end, the Trust is committed to working in line with the national arrangements for pay conditions of service and local arrangements. This includes continued growth, development and promotion opportunities in order to retain skilled staff; in addition to the use of continued effective and inclusive recruitment practices.

Learning Accord MAT is an equal opportunities employer and welcomes applications from all candidates irrespective of faith or background in line with the protected characteristics.

The Trust's recruitment practices will:

- be clear in recruitment marketing that the Trust is fully committed to leadership and professional development at all levels
- recognise the potential that less experienced candidates may offer
- make clear the support and development opportunities that are available to all new appointments
- plan effectively to deliver support to joining academies, new headteachers and senior leaders
- act collectively to advertise all vacancies and opportunities across Trust schools

- attract external candidates, specifically focusing on attracting additional talent in addition to internal progression and turnover
- advertise short term cover, secondment and work shadowing opportunities where appropriate

Review of the Policy

This policy is reviewed annually by the Board of Trustees who will monitor the application and outcomes of this policy to ensure it is working effectively.