



Royal Cross Primary School

Lancashire's school for deaf children

Policy Title:	Dedicated Senior Leadership Time Policy
Date of Issue:	31/10/2022
Date of Review:	Autumn Term 2023
Author and Role:	Lancashire Model Policy (LCC April 2022), adopted by Headteacher, Bev Hennefer
Ratified by:	Governors Policy Committee
Responsible Signatory:	Clive Gregory
Date of signature:	Signature removed for GDPR purposes
Details:	This Policy: Sets out protected, uninterrupted time for Senior Leaders to discharge responsibilities and concentrate on leadership and management responsibilities without being distracted by routine operational matters.
Cross reference:	Pay Policy PPA Policy Dedicated Time Policy

EQUALITY AND DIVERSITY STATEMENT

Royal Cross 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.

Royal Cross School Dedicated Senior Leadership Time Policy

Statement of Intent:

The Governing board of Royal Cross School is committed to ensuring that Headteachers receive an appropriate entitlement of dedicated time within which to work without interruption upon the strategic responsibilities of leadership. At Royal Cross, this has been agreed to include the Deputy Head alongside the Headteacher. For the purpose of this policy all references will be to 'senior leaders'.

Context

Phase three of the 2003 National Agreement placed the responsibility on governing boards for:

Ensuring that "...their Headteacher has a reasonable workload, in support of a reasonable work/life balance, having regard to their health and welfare..."

Providing Headteachers with "...dedicated time that recognises their significant leadership responsibilities for their school..."

Provision for dedicated headship time was introduced on 1 September 2005.

Dedicated headship time should provide some of the time needed for Headteachers/senior leaders to discharge the responsibilities outlined in the School Teachers Pay and Conditions

Document. In particular, those which make the Headteacher responsible for the leadership, internal organisation, management and control of the school. The aim is to free Headteachers/senior leaders to think, analyse, plan or carry out any of the associated activities so that the school has a direction.

Role of the Governing Body

The Governing Board is responsible for ensuring that the Headteacher has dedicated headship time within the school sessions and has the necessary support to take up the entitlement outlined in the SPCD 2013 (Section 4 para 35)

"Headteachers are also legally entitled to a reasonable allocation of leadership and management time as a result of this and other amendments. These make it clear that leadership is one of the core duties of a Headteacher and that they should be involved in teaching to such extent as may be appropriate having regard to his or her leadership and other functions and duties. In addition, provision for dedicated headship time was introduced on 1 September 2005. "

It is particularly important for governing boards of schools with Headteachers that have a significantly heavy teaching commitment or higher-than-average management responsibility ensure that they play an active role in monitoring use of this time. This is particularly highlighted in the case of small schools where the workload of Headteachers can be prohibitive in terms of non-contact time.

It is recommended each year the Clerk to the Governing Board ensures that the Chair of Governors places on the agenda an item under which the Headteacher will confirm to the Governing Board that he or she has taken dedicated headship time in accordance with the school timetable, or otherwise advise the Governing Board of any difficulties which may have arisen.

It is not for the Governing Board to specify what the Headteacher does during dedicated headship time, but the Headteacher 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 Headteacher's performance by appropriate committee of the governing board.

Provision of time at Royal Cross:

There is no national statutory guidance on the appropriate amount of dedicated headship 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 Headteacher's dedicated headship 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.

During dedicated headship time the Headteacher 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

(Details of the contractual change on headship time appear in section 4 of the School Teachers' Pay and Conditions Document).

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

- school improvement
- raising standards

- strategic issues
- school development
- assessment analysis
- improved monitoring and evaluation
- improved well-being of staff and pupils.

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.

At Royal Cross senior leaders will use this time in a variety of ways to include:

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

With a partner:

- Headteacher with Deputy and/or Chair of Governors together taking time to 'unpick' some of the broader strategic goals for the school.
- This may well follow the headteacher's individual time for reflection and could involve some of the smaller more tactical type of planning.

With other Headteachers:

- Finding a place away from school to 'bounce' ideas and views off a trusted and respected headteacher 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 colleagues 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

With a coach:

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

Resources:

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

In summary

It is important that senior leaders (and through them, the Governing Board) take the opportunity of dedicated strategic 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.

Review:

The provision will be reviewed annually, prior to the start of each academic year, as part of the Headteacher's and Deputy's annual performance review; in the light of any changes to the school's circumstances 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 appropriate committee of the Governing board may receive feedback on the use of dedicated headship time as part of the Headteacher's performance review.

Appendix 1: Dedicated Headship Time: A Statement of Intent:

The Governing board of Royal Cross School is committed to ensuring that the Headteacher and Deputy Headteacher each receive an appropriate entitlement of dedicated leadership time within which to work without interruption upon the strategic responsibilities of leadership.

Provision of time:

Dedicated headship time in this school may comprise of three days per half term depending upon the needs and circumstances of the school.

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 Deputy Headteacher is entitled commensurate with his/her teaching commitments.

During dedicated leadership time work may be completed at home or off site. Leaders 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.

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

Safeguarding concerns/emergencies do not count as 'routine' and will be dealt with by Leaders as appropriate and as a matter of priority.

Signed: *Bev Henniker* (Head)

_____ (Chair)