

Governors should...

- Be clear about the benefits and shortfalls of such an arrangement
- Be realistic about your expectations of the headteacher in this new arrangement
- Set up a clear and detailed contract of engagement. Always consider worst case scenarios
- Work out the real costs of such an arrangement for both schools
- Agree timeframes and consider the implications of these different timeframes
- Take a leading role with communicating and explaining the arrangement to parents
- Sort out and agree protocols and procedures for the partnership and how the joint committee will maintain an overview
- Discuss any concerns openly and honestly and involve representatives of the Local Authority if necessary
- Grow future leaders by using the partnership as an opportunity for succession planning

The Local Authority can offer...

- Information and support through model contracts and individualised support and input
- The same support officers working with both schools even if not in same learning community
- On-site support to aid the development and ongoing evaluation of the Management Partnership
- Close working with the Anglican and Catholic Diocese when supporting faith school partnerships
- The overview of the quality of leadership and the school's capacity to raise standards. The Local Authority will raise concerns should they arise at any stage of the process
- Appropriate budget systems for transfer of payments
- Governor support, advice and model documentation
- Leadership training for leading more than one school
- Signposting of where best practice can be found both inside and outside the county
- Press and publicity management

Model Management Partnership agreements and terms of reference for joint governor committees are available. Contact Sue Clarke, Debbie Clapshaw or Helen Crossfield.

*Please note that some aspects of Local Authority support will fall within usual purchased arrangements.

Contacts

If headteachers or governors wish to follow up on any aspect of this leaflet or want more information about Management Partnerships then any of the following people will act as a point of contact:

Sue Clarke
Achievement through Collaboration
sue.clarke@devon.gov.uk

Debbie Clapshaw
Devon Governor Services
debbie.clapshaw@devon.gov.uk

Helen Crossfield
Senior Employee Relations Adviser
helen.crossfield@devon.gov.uk

Sarah Davies
Remodelling Officer
sarah.davies@devon.gov.uk

Alison Miller
School Improvement Officer
alison.miller@devon.gov.uk

David Hutchings
Press Officer
david.hutchings@devon.gov.uk

Geoff Tew
CPD Adviser
geoff.tew@devon.gov.uk

Juliet Doswell
Exeter Diocesan Board of Education
juliet.doswell@exeter.anglican.org

John Mannix
Catholic Diocese of Plymouth
john@plymouth-diocesan-office.org.uk

©Devon County Council 2007

Publication Team

Sue Clarke – Devon County Council
Sue Brewer – Headteacher Burlescombe Primary School
Debbie Clapshaw – Devon County Council
Sarah Davies – Devon County Council
Sandra Higdon – Management Partnership Headteacher of Cornwood Primary School and Malborough with South Huish Primary School
Joss Davies – Devon County Council

Design & print **DLR Design** (part of DDP 01392 383276)

MANAGEMENT PARTNERSHIPS

This leaflet aims to provide governors and educational professionals with information about how Management Partnerships work in practice. It also highlights a number of issues that will need to be considered when setting up leadership collaborations between schools. The Local Authority offers support and specialist expertise to help schools manage the process and implementation of different partnership models.

What is a Management Partnership?

A Management Partnership is when two schools share one headteacher who has the responsibility for the strategic leadership of both schools. Both schools remain completely separate and retain their own individual governing bodies. A distinct advantage of a Management Partnership is that the distance between the two schools need not be a barrier if travelling and work life balance matters are managed sensibly.

The partnership is formalised through a contract which lays out the terms and remit of that partnership. A joint committee of governors oversee the arrangement and regularly assess and report on the workings of the Management Partnership arrangement.

Management Partnerships are usually short term or temporary interventions. A number of contractual issues may need to be resolved if shared leadership becomes a long term arrangement.

A Management Partnership is **not the same** as a Federation. A Federation has one governing body and is set up following a formal consultation process with key stakeholders.



Why enter into a management partnership?

Management Partnerships often attract experienced headteachers to schools which might not recruit experienced leaders if advertising the post as an individual school.

Where schools have had difficulty recruiting or have experienced a very high turnover in headteachers, a well chosen local partnership arrangement (usually with a highly regarded local headteacher) can bring stability and confidence back to a school and its local community.

Skilled and experienced headteachers who enjoy working in small schools can, through a Management Partnership arrangement, access leadership challenges and opportunities currently unavailable to them without moving on to a much larger school.

Management Partnerships release the headteacher from a class teaching responsibility bringing more continuity to the teaching and leadership time.

Who decides on a management partnership?

There will be a number of different reasons why a Management Partnership will be considered as an appropriate arrangement for two schools. The Local Authority might suggest a Management Partnership if a school has been unable to recruit or needs experienced leadership to address challenging school improvement issues.

Governors can also drive the process themselves and may approach another governing body with a formal proposal.

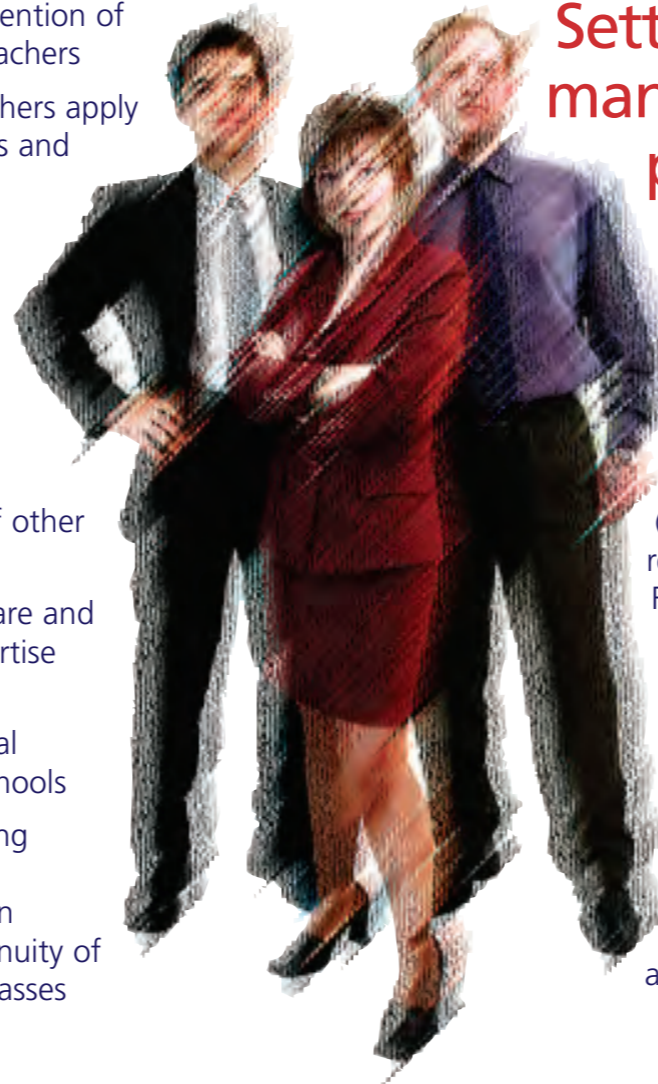
What matters most is that there is an agreement between the governors and the Local Authority that a Management Partnership is the most suitable option for the school at that time and will bring clear benefits for the students in those schools.

Finance and recruitment will play their part but the benefits of securing strong and experienced leadership and its impact on raising standards must drive the decision making process.

Where applicable the diocese will be involved, particularly if schools wish to work in faith school pairings.

Benefits of a management partnership

- Recruitment and retention of experienced headteachers
- Successful headteachers apply their leadership skills and experience across schools
- Leadership opportunities for staff in small schools through backfilling arrangements
- Can expand roles of other staff, e.g. bursar
- Opportunities to share and exchange staff expertise and practice
- Retains the individual characters of the schools
- Removes the teaching responsibility of the headteacher and can provide better continuity of teaching to those classes



Issues that will need to be addressed

- Contractual implications and on-costs for any staff changing or extending their role
- Roles and responsibilities of all staff
- The real cost of a Management Partnership will not be the same for both schools
- Capacity for backfilling and equality of arrangements for those staff who take up leadership roles
- Timeframes and detailed operational issues have to be contractually agreed
- Work life balance of the headteacher and alignment of Performance Management arrangements
- Set up a joint committee of governors to oversee the partnership

Setting up a management partnership

The 10 most important things to do

- Set up a joint committee with formal terms of reference to work out the detail for the contract and oversee the operational arrangements and strategic impact (model contracts and terms of reference are available from Human Resources and Devon Governor Services)
- Work out the total cost of the partnership for both schools (on-costs beyond headteacher time) and agree levels and timing of payment
- Draw up and formally agree an exit strategy with potential triggers and timeframe for withdrawal

- Synchronise school calendars and events to avoid clashes of dates
- Keep travelling time and work life balance issues under review
- Make sure that roles and responsibilities for all staff are clear for when the headteacher is, or isn't, on site
- Agree the headteacher's salary point so that it reflects levels of responsibility (may need to reconsider ISR). Performance Management arrangements will reflect both shared and separate targets
- Align and share key external partners and support services, e.g. Finance, HR, School Improvement Partner
- Work hard to ensure positive parental communication and seek their perception of arrangements
- Invite external support and evaluation to develop the partnership

Roles and key tasks

The headteacher should...

- Be absolutely clear about his or her own role and the roles of others
- Sort out processes and procedures for any potential major incidents or issues
- Expect good leadership from others
- Set up systems for clear communication between the schools, all staff, governors, the parents, Diocese
- Draw upon support structures through HR, Finance and School Improvement Service
- Get to know both schools equally well and retain an overview of each
- Know when to join up issues, streamline systems and when to maintain complete independence
- Look for creative solutions such as using ICT in different ways
- Practice good diary keeping and time management