



Risk Management Policy

Dyddiad Cymeradwyo a Dyddiad Adolygu
Date Approved and Review Date

*Gweler Cynllun Adolygu Polisiau
See Policy Review Timetable*

Ref. No	Risk Description	Consequence (if risk was to occur)	Score / level of inherent risk	Risk reduction measures & controls (e.g. actions)	Previous Residual Risk Score & Date (if applicable)	Score/ Residual risk score as at current SPR	Further Action	Milestone Dates	Action owner	Reference to other objectives
3.	Under spend in School Budget. Reserves that are above £100000 or 5%.	Claw back by LEA.	E5	<ul style="list-style-type: none"> Prepare a realistic annual budget, based on current information, but also taking into consideration factors that could lead to increased costs. Head and Business Manager to discuss budget on a monthly basis. Governors to receive termly updates on the budget. Ensure that any reserves needed to be carried through to the next financial year are clearly noted. Liaise with LEA officers. Prepare end of Year budgetary reports detailing any underspend. 		E5				
4.	Loss of moneys due to theft, negligence, incompetence.	Loss of moneys, negative impact on resources, disciplinary, competency or criminal proceedings.	E1	<ul style="list-style-type: none"> Ensure that members of staff and Governors roles are clearly understood. Job descriptions for every member of staff. Staff to receive the appropriate training and guidance for their roles. All staff to follow county and statutory policies, guidelines and rules. Implement any recommendations following auditors' visits. 		E2	Mentor of staff. Updating of statutory training. Implementation of all recommended reports.			

See also

- Minutes of Governors meetings.
- School Development Plan.
- Pupil numbers and budget forecasting data.
- Job descriptions
- End of Year budgetary reports.
- Other relevant financial records
- School Policies:
 - Charging for Activities Policy
 - Whistle blowing Policy
 - Deputizing financial affairs Policy
 - Charging for Examinations Policy

STRATEGIC RISKS – Personnel

Ref. No	Risk Description	Consequence (if risk was to occur)	Score / level of inherent risk	Risk reduction measures & controls (e.g. actions)	Previous Residual Risk Score & Date (if applicable)	Score/ Residual risk score as at current SPR	Further Action	Milestone Dates	Action owner	Reference to other objectives
1.	Short term absences – sickness, personal and family matters, training, professional meetings.	Disruption to pupils’ education, increased stress on other members of staff, increased costs, reduced performance.	A4	<ul style="list-style-type: none"> Ensure that school absence policy is adhered to. Ensure that school sickness management policy is adhered to. Follow guidelines agreed in school cover policy. Ensure that appropriate level of cover is available. Ensure that work is preset for affected classes. Monitor sickness/absence patterns – place steps in place to try and alleviate causes. Ensure that all staff have a reasonable work-life balance. 		A5	<ul style="list-style-type: none"> School Policy for Staff (Counselling). Physio. Occupational Health. Keep in touch days. Cover Supervisor. 			
2.	Long term absences	Disruption to pupils’ education, increased stress on other members of staff, increased costs, reduced performance. Failure to staff adequately with similar standard cover. Particularly in core subjects and specialist areas, with added skill of bilingualism (Welsh).	C2	<ul style="list-style-type: none"> Ensure a rapid response when information concerning likely staff absence is obtained (e.g. maternity/paternity, hospitalization, secondment). Ensure that all information about potential staff is kept centrally. Plan immediately by researching for likely replacement staff. If necessary ensure that it is possible to offer packages that will attract potential cover staff. Offer short term contracts, rather than cover arrangements for replacement staff in order to ensure that they do not leave at short notice. 		C2	<ul style="list-style-type: none"> School Policy for Staff (Counselling). Physio. Occupational Health. Keep in touch days. Cover Supervisor. 			
3.	Poor performance by staff.	Reduction in school’s performance, complaints by parents/pupils, internal capability proceedings, involvement by outside agencies, e.g. Estyn.	C2	<ul style="list-style-type: none"> During the recruitment process ensure that only qualified and competent applicants are considered. Job Descriptions for all posts. Statutory Performance Management to be followed for all teaching staff. Continual Professional Development to be available for all staff. Where competency is in question, the county competency policy to be followed. 		D4	<ul style="list-style-type: none"> Lesson observation. Create and support our healthy working environment. 			
4.	Disciplinary action against staff.	Reduction in school’s performance, internal disciplinary proceedings, involvement by outside agencies, e.g. GTCW.	C4	<ul style="list-style-type: none"> Ensure that all staff are aware of their roles and responsibilities. Follow relevant School and County policies and procedures. When circumstances or policies dictate, then outside agencies, such as Social Services, Police, LEA and GTCW must be informed. 		C4				

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5.	Changes in staff due to retirement, moves to other schools, etc.	Disruption to pupils' education, reduced performance	A5	<ul style="list-style-type: none"> Attempt to predict future changes and plan for them. Ensure a rapid response when information concerning likely staff change is obtained in order to gain the best possible candidates. Ensure that all available information on candidates is available prior to short-listing. All candidates to undertake observed practical element, e.g. teaching as part of the selection procedure. If no suitable candidates are available, ensure that a contingency plan is available, e.g. reviewing the internal staffing structure as a short term measure. 		A5				
6.	Compulsory staff redundancies due to budgetary constraints.	Larger class sizes, less pupil choice, reduced staff morale,	B4	<p>Attempt to avoid compulsory redundancies by use of the following:</p> <ul style="list-style-type: none"> Predict the likely budget levels and staffing needs by: <ul style="list-style-type: none"> Attempting to predict student numbers accurately but conservatively for at least 3 years ahead. Calculating dynamic % of catchment that transfers to Year 7 and % that transfer from Years 11 and 12. Utilizing information from LEA and Welsh Assembly Government to model the likely effects of various levels of cuts. Predicting likely staff changes, e.g. retirement and use "windows of opportunities" to reduce staffing levels. When there is a degree of uncertainty avoid giving full time contracts wherever possible. If compulsory redundancies are inevitable, the procedures must be followed as outlined by the LEA personnel department. 		B5				

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7.	Failure to follow safe staff recruitment procedures.	Recruitment of unsuitable staff, child protection and safety issues.	E1	<ul style="list-style-type: none"> Follow county and national guidelines when following the recruitment process. Ensure that two references are obtained for all short listed candidates. Successful candidates must undergo a CRB check at the appropriate level. 		E1				

See also

- Minutes of Governors meetings.
- School Development Plan.
- Job descriptions
- Other relevant personnel records
- School Policies:
 - Whistleblowing Policy
 - Staff Disciplinary Policy
 - Child Protection Policy
 - Pay Policy
 - Performance Management Policy
 - Grievance Policy
 - Disciplinary Policy
 - Staff Absence Policy
 - Cover Policy
 - Sickness Management Policy

STRATEGIC RISKS – Environmental and Technological

Ref. No	Risk Description	Consequence (if risk was to occur)	Score / level of inherent risk	Risk reduction measures & controls (e.g. actions)	Previous Residual Risk Score & Date (if applicable)	Score/ Residual risk score as at current SPR	Further Action	Milestone Dates	Action owner	Reference to other objectives
1.	Failure to ensure that the buildings and grounds are in a safe state of repair.	Injury to pupils, staff, visitors.	B3	<p>Follow steps outlined in EECL Contract and ensure that the contractual requirements are adhered to.</p> <ul style="list-style-type: none"> • Comply with all relevant county and national requirements/guidelines. • Sodexo to ensure that building/environment safety surveys are carried out regularly and recommendations followed as per contractual requirement. • Ensure that any defects are brought to the attention of admin personel immediately. • Ensure that admin personnel report all defects recorded to Sodexo helpdesk promptly. • Liaise with Sodexo over matters of concern that come under their remit in order to ensure that essential maintenance/repairs are carried out. • Sodexo to ensure that only approved contractors are used and that all contractors complete a permit to work and supply necessary documentation e.g. method statements and risk assessments prior to completing any work on site. 		D4				
2.	Failure to ensure that equipment is in a safe state of repair.	Injury to pupils, staff, visitors.	C2	<ul style="list-style-type: none"> • Comply with all relevant county and national requirements/guidelines. • EECL to ensure that EECL owned equipment are checked, service and safety surveys are carried out as stipulated by statutory regulations. All service work to be carried out by companies with the relevant checks. All recommendations to be followed as per contractual requirement. • School to ensure that school owned equipment are checked and service and safety surveys 		D4				

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				<p>are carried out as stipulated by statutory regulations. All service work to be carried out by companies with the relevant checks. All recommendations to be followed.</p> <ul style="list-style-type: none"> • EECL to ensure that any defects brought to the attention of helpdesk are rectified immediately as per contractual requirement. • School to ensure that any defects brought to the attention of senior staff are rectified immediately. • Ensure that finance is available in the school budget for the maintenance, upkeep and replacement of school owned equipment. • EECL/Sodexo to ensure that essential maintenance/repairs are carried out as per contractual requirement. 						
3.	Deterioration of visual and aesthetic aspects of the building and environment.	Poorer learning and working environment, Lowering of morale among staff and pupils. Negative perception of the school among pupils, staff, parents and the community.	B3	<ul style="list-style-type: none"> • EECL/Sodexo to ensure that building/environment safety surveys are carried out regularly and recommendations followed as per contractual requirement. • EECL to ensure that any defects brought to the attention of helpdesk are rectified immediately as per contractual requirement. • EECL to ensure that daily cleaning regime is adhered to as per contractual requirement. • EECL to ensure that litter is cleared on a regular basis as per contractual requirement. • All registration classes to contribute to this work as part of the eco-schools drive. • EECL to carry out remedial work, e.g. painting, refurbishment as part of lifecycling as per contractual requirement. 		D4				

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				<ul style="list-style-type: none"> School to respond immediately to any concerns / complaints made by pupils, staff, parents or local residents. Liaise with the Sodexo/EECL over matters of concern that come under their remit in order to ensure that essential maintenance/repairs are carried out as per contractual requirement. Ensure that all staff and pupils are aware of school policies and regulations with regards to matters such as litter, vandalism, etc. Ensure management steps are put in place, e.g. supervision rotas, guidance on movement around the school building, in order to avoid damage, both accidental and structural. 						
4.	Inadequacy of the school buildings and grounds due to changing circumstances, e.g. increasing pupil numbers, changing teaching and learning needs.	Lack of space for pupils / staff. Poorer working and learning environment. Decrease in pupil and staff performance / attainment. Inability of pupils, parents or visitors with additional physical needs to access the school.	C2	<ul style="list-style-type: none"> Forecast pupil numbers and liaise with LEA officers in order to manage any changes. Review the school capacity on an annual basis using the Welsh Government formula. Review management structures regularly in order to ascertain whether improvements may be made without physical changes to the school building. Include a separate section on any school development plans in the School Improvement Plan. Ensure that the Governors are fully aware of any issues. When finance is available plan and implement any changes in conjunction with EECL/Sodexo. Ensure that the school complies fully with the DDA requirements. 		C3				

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5.	Failure to address environmental issues.	Increased costs of energy, waste disposal, etc. Failure to address national initiatives and legislation. Pollution and rubbish. Complaints and loss of reputation.	B2	<ul style="list-style-type: none"> • EECL/Sodexo to ensure that all environmental issues are dealt with and recommendations are followed as per contractual requirement. • School to ensure that pupils are fully involved through the eco-group and school council. • School to ensure that staff are fully briefed and included in any initiatives. • Ensure that the Governing Body is aware of its responsibility. • Ensure that all staff and pupils are aware of school policies and EECL contractual requirements and regulations with regards to matters such as litter. • EECL/Sodexo to ensure that litter is cleared on a regular basis. All registration classes to contribute to this work as part of the eco-schools drive. • EECL/Sodexo to ensure that sufficient litter bins to be placed around school as per contractual requirement. • Paper recycling bins to be placed around the school – all staff/pupils to be reminded of the need to recycle. • Respond positively to any reports / initiatives from local or national government in conjunction with EECL/Sodexo. 		C4				

See also

- Minutes of Governors meetings.
- School Development Plan.
- Estyn Report
- EECL Contract.
- Relevant risk assessments
- School Policies:
- Pupil numbers and budget forecasting data.
- Minutes of School Council and Eco Council.
- School Self Evaluation
- Minutes of Health and Safety Committee.
- Annual report concerning the building and grounds by the Governing Body's Buildings sub-committee.
- Head teacher's termly report to the Governing Body.

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	<ul style="list-style-type: none"> • Fire Safety File. • Minibus File. • Report of inspections carried out on school owned equipment. • Supervision rotas. • Disability Equality Schemes (including access plan). • School Policies: <ul style="list-style-type: none"> Lettings Policy Assertive Discipline Policy Delegation of Financial Responsibilities Policy Healthy School Policy Health and Safety Policy 									

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STRATEGIC RISKS – Social, Pedagogical and Curricular										
1.	Poor behaviour and disaffection.	Underperformance by individual pupils and groups. Decline in school performance.	A2	<ul style="list-style-type: none"> Assertive discipline policy in place. Home-school agreement in place. High standards of behaviour the norm. Clear and easily understood rules and protocols which are fairly administered. The school's high expectations to be reinforced regularly. Staff to be given training and guidance in classroom management and assertive discipline. Expectation on all staff to follow agreed protocols and policies. When infractions of school rules occur, all enquiries to be carried out thoroughly and any sanctions to be applied fairly. Attempt to pre-empt poor behaviour by a number of means: <ul style="list-style-type: none"> ➤ Clear and fairly applied rules. ➤ Good teaching by committed teaching staff. ➤ A varied curriculum. ➤ Alternative curricular arrangements for disaffected pupils. ➤ Learning mentor in place. ➤ Potential Project – lead teacher, classroom assistant, unit. ➤ Pupil Support Unit. ➤ Pastoral Heads of Years. ➤ Co-operation with outside agencies and workers, e.g. CAHMS, ESW, Educational Psychology Service, etc. ➤ Early intervention and liaison with families. 		D4				
2.	Lack of support for ALN pupils.	Underperformance by ALN pupils. Inability of school to meet statutory obligations.	D1	<ul style="list-style-type: none"> Fully qualified ALN co-ordinator in post. Ensure that all teaching staff are aware of their responsibilities regarding ALN. All staff to receive training and guidance on ALN, both general and specific. School to produce an annual ALN Improvement Plan. Appropriate support to be put in place for all pupils on the ALN register. 		D1				

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				<ul style="list-style-type: none"> Liaise with relevant external bodies to ensure that the school fully complies with any statutory requirements. 						
3.	Personal and social issues for individual pupils.	Poor behaviour. Poor attendance. Self Harm.	B5	<ul style="list-style-type: none"> All staff to have received training in aspects such as child protection. When issues are raised, ensure that there is early intervention and support, including: <ul style="list-style-type: none"> ➤ Learning mentor. ➤ Heads of Year. ➤ School co-ordinators – child protection, LAC, Welfare. ➤ Family ➤ External officers and agencies. ➤ Where needed, ensure that school protocols are flexible enough to allow support, e.g. altered curriculum, education off school site, etc. 		B5				
4.	Poor teaching performance.	Underperformance by pupils. Inability of school to reach agreed targets.	C2	<ul style="list-style-type: none"> Only appoint fully qualified and trained teaching staff. Ensure that CVs and references have been received for all applicants. All applicants to be observed teaching classes prior to interviews. All NQT and EPD teaching staff to be mentored for appropriate period. All teaching staff to be observed at least twice a year. All teaching staff to be part of the Professional Development cycle. All teaching staff to receive continual professional development. Should issues or concerns arise the appropriate steps will be undertaken through the LEA competency and disciplinary procedures and, if necessary, the school's complaints procedures. 		C4				
5.	Curriculum problems.	Inability to meet statutory commitments at Key Stages 3 and 4 and post 16. Lack of choice for 14-19 pupils. Inflexible timetabling leading to problems in specific subjects.	A2	<ul style="list-style-type: none"> Forecast pupil numbers and pre-plan accordingly. Forecast budgetary issues and plan for any cut-backs. Attempt to forecast staff turnover and respond to changes. Set specific targets to meet the Learning and Skills Measure. Plan and implement alternative 		A4				

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				teaching and learning strategies, e.g. video-conferencing. <ul style="list-style-type: none"> Co-operate with other members of the Conwy 14-19 network and with partners outside the county in order to expand the curriculum. Identify any strategic changes needed and ensure that grants are utilized to meet these. 						
6.	Equipment / building	See earlier category								
7.	Personnel	See earlier category								
8.	Finance	See earlier category								
See also <ul style="list-style-type: none"> Minutes of Governors meetings. School Development Plan. Estyn Report Pupil numbers and budget forecasting data. School Self Evaluation Headteacher's termly report to the Governing Body. School Curriculum External examination data Minutes of Conwy Network. Conwy network ANDP Conwy network SOC Staff development reports Performance management data. Classroom observation data Home-school agreement School Policies: <ul style="list-style-type: none"> - KS2/3 Bridging Policy - Assertive Discipline Policy - Performance Management Policy - PSE Policy - School Primary-Secondary Transition Policy - Teaching and Learning Policy - Assessment for Learning Policy - More Able and Talented Pupil Policy - Anti Bullying Policy 										

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STRATEGIC RISKS – Marketing/Public Relations/Competition (Both National and Local)										
1.	Poor performance in national comparative data sets, e.g. FSM benchmarking, Banding, Core Family Datasets.	Poor Estyn reports. Loss of morale. Failure to recruit pupils and staff. Spiral of decline.	C3	<ul style="list-style-type: none"> Analyze all data relating to the school's performance and share findings with middle and senior management, teaching staff, governors and LEA officers. Identify areas of strengths and share good practice. Identify areas in need of significant improvement and ensure that these are addressed in School and Departmental Improvement Plans. See also relevant risk reduction steps identified in other areas of this management document. 		C3				
2.	Poor marketing and communication with the local community leading to a lack of information regarding the school.	Loss of reputation. Loss of pupils to other schools.	C3	<ul style="list-style-type: none"> Ensure that significant information regarding the school is disseminated to the local press and "papurau bro" and school's own publication "Y Bont" on a regular basis. Ensure that school prospectus is attractively produced and contains all the information required by the Welsh Government. Ensure that school website is accurate and current. Publish booklets on the advantages of Welsh medium education for pupils and parents at all primary schools. Ensure that the head of Year 7 visits all feeder primary schools. Ensure that best practice is used in planning the annual Open Day and Evening. Welcome all requests from parents to visit the school. Advertise the Open Day and Evening as widely as possible. 		C3				
3.	Poor public relations.	Negative publicity for the school.	C3	<ul style="list-style-type: none"> Ensure that any concerns raised by the local community are addressed promptly and efficiently. Seek opportunities for local community groups, e.g. bands, choirs, football clubs, Urdd, primary schools, other sports and leisure groups, to make use of the school's resources. See also risk reduction steps alluded to in earlier points. 		C3				

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See also

- Minutes of Governors meetings.
- School Development Plan.
- Estyn Report
- School Self Evaluation
- Headteacher's termly report to the Governing Body.
- External examination data
- School prospectus
- School website
- School information booklets
- Newspaper cuttings, e.t.c.
- School Policies:
- School Primary-Secondary Transition Policy

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STRATEGIC RISKS – Political/Regulatory - Legislative										
1.	Changes in Government priorities, policies and legislation at national level.	Failure to comply with legislation. Possible intervention by bodies such as the LEA, Estyn, Health and Safety Executive.	C4	<ul style="list-style-type: none"> Ensure that school views are represented by responding to government consultation papers concerning proposed changes. This may be done directly or through collective bodies, e.g. Conwy, Cynnal. Prioritize response to any legislative changes in order to ensure that the school fulfills its statutory duties. Ensure that key staff are allowed to attend meetings/inset regarding changes to government policy or statutes. Wherever possible, ensure that guidance is sought and received from outside bodies, e.g. the LEA. School policies and protocols to be updated within the legislation's timescale in order to ensure that the school fully complies with the law. All relevant staff to be informed of these changes. 		C5				
2.	Changes within Governing Body.	Rapid turnover leading to instability and lack of cohesion. Inexperience leading to poor decision making. Conflict of interests.	C4	<ul style="list-style-type: none"> Clerk to ensure that the governing Body carries out its statutory role. Clerk to ensure that changes to the membership body are made in accordance with legislation. All Governors to receive the relevant guidance documents. All Governors to receive the opportunity to attend external training courses. Head and Clerk to arrange internal training sessions for the Governors. Head and Clerk to draw the Governors' attention to any changes pertaining to their role. Head to provide full termly report to the Governors on all matters relating to the school. 		C5				
See also <ul style="list-style-type: none"> Minutes of Governors meetings. School Development Plan. Headteacher's termly report to the Governing Body. Minutes of Conwy Network. 										
STRATEGIC RISKS – Management										

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1.	Lack of clarity in Management roles	Lack of cohesion and clear leadership. Duplication of roles in some aspects, gaps in responsibilities. Poor performance by school.	D1	<ul style="list-style-type: none"> • Clear definition of roles for all persons with management roles, e.g. through job descriptions. • Clear and rigorous selection procedure for all management posts to ensure the best persons are in post. • Clear management structure with responsibilities and lines of answerability. • Specific links for all members of the Senior Leadership Team with all middle managers, e.g. Heads of Years, Heads of Departments, Cross-curricular Co-ordinators, Support team leaders. • Specific curricular and pastoral links for all School Governors. • Management structure to be constantly reviewed and updated to take account of changing circumstances, e.g. staff changes, changing requirements as a result of Government priorities. 		D5				
2.	Changes in management personnel.	Instability and lack of cohesion. Inexperience leading to poor decision making.	D1	<ul style="list-style-type: none"> • Attempt to predict likely changes in management personnel and plan accordingly. • Adopt rigorous selection procedures to ensure that the best persons are in post. • Specific links for all members of the Senior Leadership Team with all middle managers, e.g. Heads of Years, Heads of Departments, Cross-curricular Co-ordinators, Support team leaders. • Ensure that all managers receive support and professional development. • Identify training opportunities for main scale staff who wish to prepare for management responsibilities. 		D5				
See also <ul style="list-style-type: none"> • Minutes of Governors meetings. • School Development Plan. • School Management Structure. • Professional Development Records. • Performance Management protocols and policies. 										