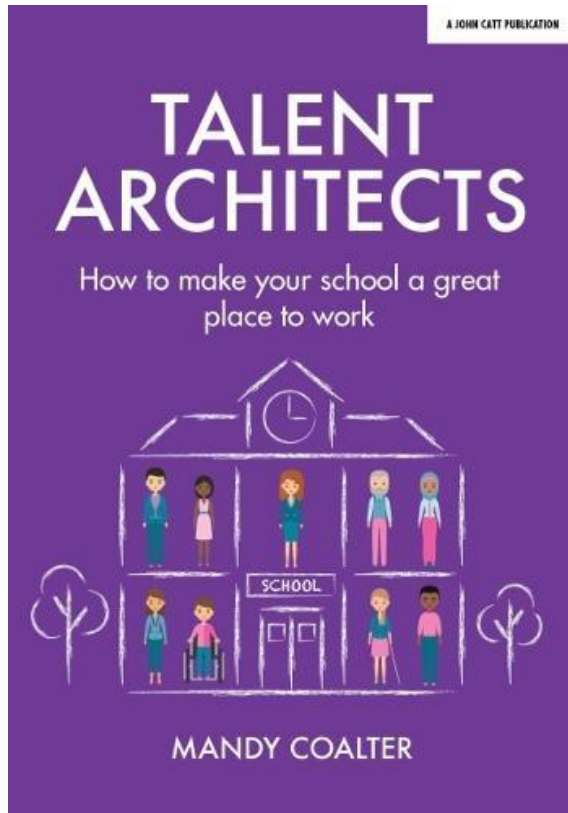


Sensible and affordable staff retention strategies



Mandy Coalter
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Co-Founder Trust Inclusion

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www.trustinclusion.org.uk

@MandyCoalter

TALENT ARCHITECTS

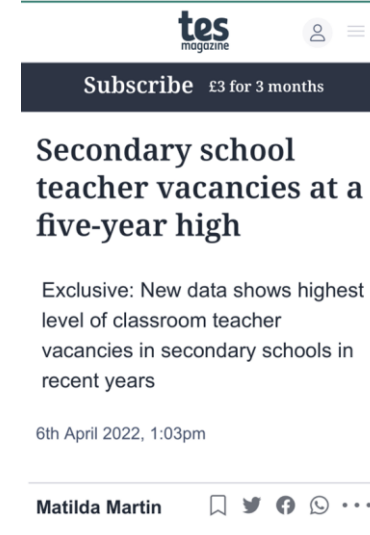
“ If you look after your staff they’ll look after your customers. It’s that simple.”

Evidence shows us the difference between a high quality and poor teacher on pupils learning is very significant



The post pandemic world in schools...

- Attitudes to work changed following the pandemic
- Major shift in employee expectations e.g. flexible working
- Lowest unemployment for decades and very tight labour market
- Uncertainty about the economy, cost of living still an issue
- New Government and new political priorities including recruitment, proposed SSSNB and employment legislation
- Significant challenges in school sector with staffing, health and well-being, catch up, attendance, RAAC etc
- Growing influence of AI and digitalisation
- Teacher supply a huge challenge and now impacting those in support roles and leadership



tes magazine

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Secondary school teacher vacancies at a five-year high

Exclusive: New data shows highest level of classroom teacher vacancies in secondary schools in recent years

6th April 2022, 1:03pm

Matilda Martin

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THE BIG ISSUE

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The UK could be 2.6 million workers short by 2030

Labour shortages hitting the UK economy across transport, the NHS, hospitality and education will only increase, a study has predicted.

EVIE BREESE | 14 Jan 2022



SCHOOLS WEEK

Our commitment to covering the solutions

Revealed: Council cuts dwarf new attendance reform support

THE MISGUIDED RECRUITMENT SCRAMBLE FOR YOUTH

Page 24

WHY OAKS GROWTH COULD BE STUNTED IN THE COURTS

Page 25

HOW TO AVOID AN ASSEMBLY WIPE-OUT LIKE MINE

Page 27

SCHOOLS CAN'T KEEP THEIR HEADS

- 1 in 10 schools have new headteacher as turnover rises by a third
- Secondary head vacancies also up 50 per cent amid burnout warning
- 'Unless these trends begin to reverse, we'll need to accept new normal'

NEW RELEASE | CONFIDENTIAL | EXCLUSIVE

< Back

Ministers 'need clear strategy for teacher mental health'

The teacher wellbeing charity Education Support identified a record number of callers to its helpline as being at risk of suicide in the past quarter



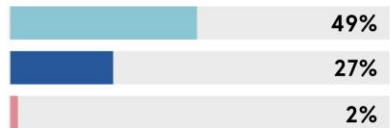
Flexible working - changing forever

[Tomorrows teachers Teach First report.pdf \(teachfirst.org.uk\)](https://teachfirst.org.uk/tomorrows-teachers-report)

UK Gen Z most important considerations when choosing an employer

- 1st choice
- 2nd choice
- 3rd choice

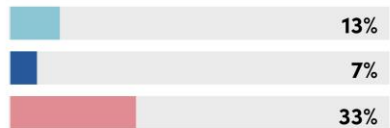
Flexibility (including remote, hybrid, hours worked)



Salary



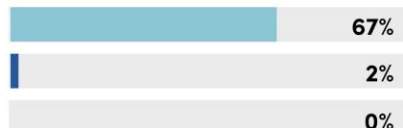
Personal satisfaction/meaningful work



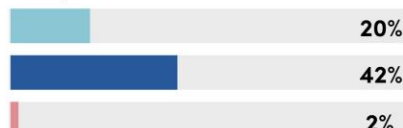
UK Gen Y most important considerations when choosing an employer

- 1st choice
- 2nd choice
- 3rd choice

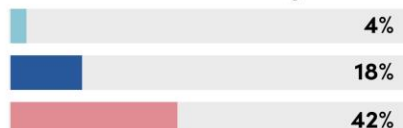
Flexibility (including remote, hybrid, hours worked)



Salary



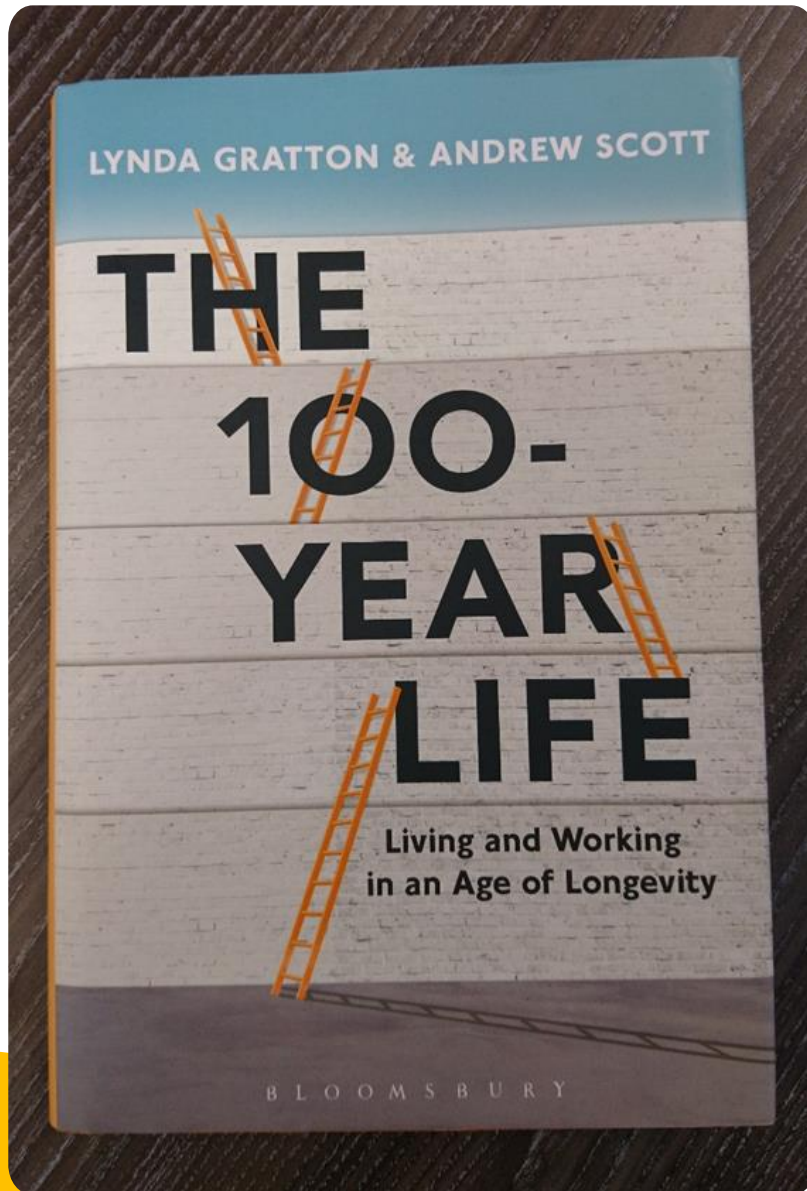
Personal satisfaction/meaningful work



The most important aspect of the job search that we polled was a job with a good work-life balance (56%). 80% of Gen Z want some degree of hybrid work in their jobs, which means that addressing stress and flexibility in the profession is key.

Teaching is still very attractive...but maybe not for life

- Offering flexibility and work life balance is fundamental
- Offering professional development and career development are important
- Pay is an issue



The world of work is changing rapidly

- The old model – **Education, Employment, Retirement** is broken
- Employee expectations of career radically changing
- Sabbaticals, re-training, multiple careers, career breaks, flexible working
- People entering the world of work later, working flexibly and staying longer



Does your Trust/school have a written people strategy?

CST research tells us this is a top 3 priority for CEOs, 4 in 10 Trusts do not have one



It's all about
planning...don't leave
great people to chance!

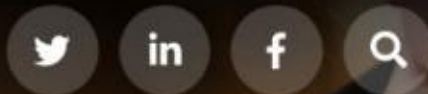
Some issues re people strategy in our sector

- Trusts often have no overarching long term people strategy
- If there is a plan it is HR led and fairly generic
- There is no deep alignment with Trust plan or school improvement
- ‘Employer of choice’
- Professional development for teachers often not joined up with wider workforce initiatives
- Reactive HR function solving problems
- Lack of technology means cumbersome processes and lack of people data/KPIs

What would an impactful People Strategy look like?



- Have a long term vision aligned with the Trust vision and embedded with school improvement
- Include clear understanding of where you are now
- Short term priorities clear
- Who is responsible for what
- Measuring impact
 - Data such as staff retention, progression, absence, recruitment pipeline, diversity profile of the workforce
 - Feedback on how it *feels* to work at the school



WHO WE ARE

WORK WITH US

KEY STATUTORY INFORMATION

NEWS & EVENTS

CONTACT US

In This Section

Welcoming Great People

Retaining Great People

Developing Great People

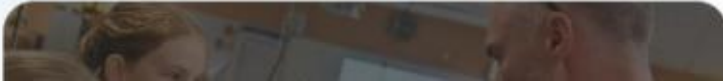
Vacancies

HOME → WORK WITH US → OUR PEOPLE STRATEGY

Our People Strategy

Our aim is to be the greatest place to work in the South West.

To achieve this, we are working hard to ensure that we are welcoming great people, retaining great people and developing great people.



Edurio retention reports 2019 and 2022



23 MATs, 322 schools, 10,530 respondents in 2019, rising to 25,000 responses by 2022



The extent of staff resigning is a school by school issue with the risk of staff resigning ranging from 0% in some to a staggering 84% in others.



The risk of resignation has gone up for all staff compared to pre pandemic and at record high – concerns that leadership churn could impact Leadership Dynamics



Leadership dynamics is the strongest indicator of staff retention.

EEF – School leadership, culture, climate for teacher retention

Leadership characteristics to support retention:

- Prioritising professional development
- Building relational trust
- Improving working conditions

Building Relational Trust:

- Consider the individual
- Treat with respect
- Consider the voice

**I AM
THE MASTER OF
MY FATE AND
THE CAPTAIN OF
MY DESTINY.**

- Nelson Mandela



The key role of a leader is to be a *'talent architect'* – creating a great place to work



Retention and Recruitment

The key role of a leader is to be a *'talent architect'* – creating a great place to work

Great place to work

Leadership,
culture and
climate

Developing
your people
and talent

Pupil
behaviour

Manageable
workload
and well-
being

Talent Architects 4 pillar model



***"Compassionate
leadership – caring,
encouraging and
listening"***

EEF Research

Teacher well being index 2022/3

We must support sector leaders to develop the high quality social, emotional and behavioural skills that matter so much for organisational cultures. Education leadership development tends to prioritise technical skills and it is unsurprising that leaders, who are ill-equipped to lead teams through challenging times, do exist. Parity between people skills and technical skills is a vital step toward rebuilding the wellbeing of the workforce. Without investment in this, we are unlikely to see meaningful improvement in the relative attractiveness of education workplaces.

55% say their institution's organisational culture has a negative impact on their well being

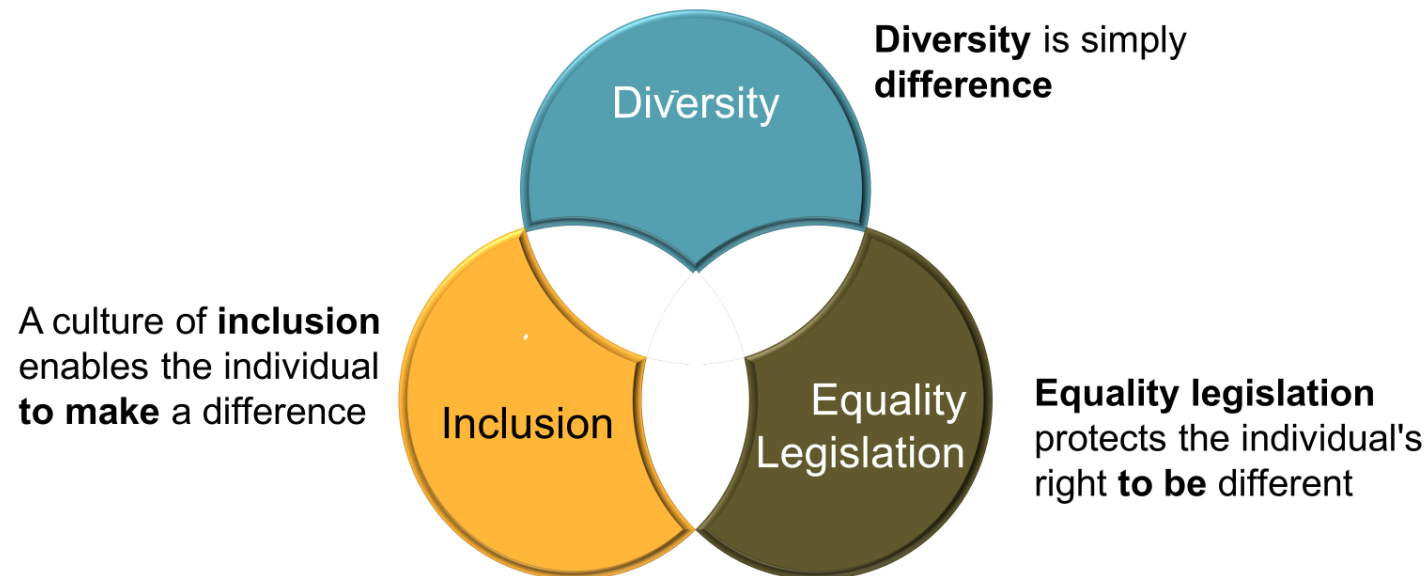
Less than half of staff feel fully trusted by their manager

93% of those feeling not trusted said it has a negative impact on their well being

An *inclusive* culture for everyone

Feeling respected, valued, safe, trusted, **having a sense of belonging**; being able to be my best self and **do my best work**

Distinguishing The Terms



Great leadership at all levels

- Clarify the role and expectations of leaders at all levels
- Ensure it is clear that leaders are accountable for people and measure this
- Give appropriate time for the role
- Put in place structured appraisal, induction and development
- Develop coaching and mentoring for leaders and 360 feedback
- Develop succession planning for leadership



The Inclusive People Leader

The programme will equip school leaders with the knowledge, skills and abilities to lead people and teams to high performance. Crucially participants will develop their understanding of what it means to be an ***inclusive*** leader and harness the talents of a diverse team to deliver for children and young people.

**TALENT
ARCHITECTS**



Four pillars —
**Developing
People and
Talent**

*“What if I train them
and they leave?”*

*“What if you don’t
and they stay?”*

EEF – School leadership, culture, climate for staff retention

Prioritising teacher development

- Providing instructional support
- Providing professional development opportunities
- Cultivating leadership potential

Goodbye to performance pay....

- Some Trusts prior to pandemic, many already de-coupled
- New Government approach



Role of appraisal/ development conversation

Look forward and coaching in style

Focused on CPD

Career conversations

Giving ownership and responsibility –
Autonomy research

Impact in terms of two outcomes

Career development pathways

- Give staff clarity and progression routes
- Boost retention and engagement
- From entry to headship (and beyond...)
- Development opportunities available for each
- Steps to leadership
- Developing as a professional and supporting others
- Available for all staff support as well as teaching





Collaboration across schools

- Shared talent and succession plans to open up development opportunities
- Trust/locality wide career pathways and development
- Secondments, work shadowing, cross school projects
- Building a Trust or local network of coaches and mentors

Four pillars – workload and well being

“More compassionate mind, more sense of concern for other’s well being, is a source of happiness”

The Dalai Lama

Figure 14: teachers’ and leaders’ level of agreement that their job negatively impacts their personal wellbeing

Job negatively impacts personal wellbeing 2023

[Change to table and accessible view](#)



Teacher well being index 2022/23

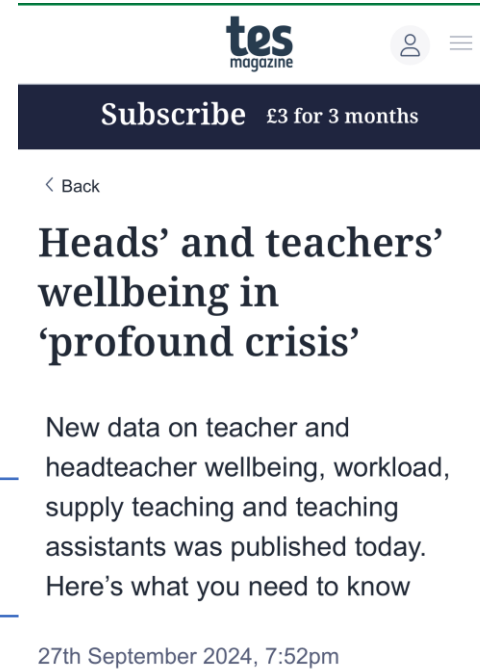
Record number of staff considered leaving due to well being pressures

68% cited workload as key reason for leaving

89% of senior leaders feel stressed

78% of school teachers feel stressed an increase

47% of staff always go in to work when unwell



tes magazine

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Heads' and teachers' wellbeing in 'profound crisis'

New data on teacher and headteacher wellbeing, workload, supply teaching and teaching assistants was published today. Here's what you need to know

27th September 2024, 7:52pm



More than a third of teachers are considering leaving – and those in secondary are more likely to be looking for the exit, according to [@educationgovuk](#) research on workload and wellbeing



tes.com
Heads' and teachers' wellbeing in 'profound crisis'

< Back

Ministers 'need clear strategy for teacher mental health'

The teacher wellbeing charity Education Support identified a record number of callers to its helpline as being at risk of suicide in the past quarter

2024 index cautious cause for optimism?...



Slight increase is reporting their organisational culture has a positive impact on their well being



An increase in those feeling well supported with their mental health and well being



Small decrease in those reporting they experienced a mental health issue in the past year

Workload and well being

Do we **constantly review what we do** and how we do it? Ask what makes the biggest difference to pupils? E.g. Marking, Data, Meetings

Do we make sure people have access to **mental and physical health support** such as counselling?

Do we support people with the things that matter to them in their lives and **offer flexible working**?

Do we have a **clear digital and AI strategy** that enables us to automate tasks?

Workload reduction tools

[School workload reduction toolkit - GOV.UK \(www.gov.uk\)](https://www.gov.uk) - Includes tools to help you engage your staff and practical areas to address

Every Trust/school should have a taskforce constantly reviewing practice in workload management



Creating better flexible working

www.flexibleworkingineducation.co.uk/about-fwams

Dixons announcement:

9 -day fortnight
Remote working
Personal days
Artificial intelligence

WE ARE
CHAMPIONING
**GREATER WORK
LIFE HARMONY** BY
GIVING OUR STAFF
MORE FLEXIBILITY

joindixonsat.com



Small steps schools are taking

- Open communication
- Remote opportunities for planning and prep time
- Offering personal days off
- Exploring late starts/early finishes
- ‘Stay interviews’ to check in on working life

Practical tips from Charles Dickens Primary school where 70% of staff work flexibly at all levels:

[Who We Are | Flexible Working Ambassador Schools \(findyourflex.org.uk\)](http://findyourflex.org.uk)



About Flexible Working Ambassador Multi-Academy Trusts and Schools

What FWAMS are, what they do and how to contact them



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Flexible Working Ambassador Multi-Academy Trusts and Schools (FWAMS) have been appointed by the DfE to support school leaders to implement and embed flexible working in their schools.

Flexible working can support in the recruitment and retention of quality teachers and have a positive impact on staff wellbeing, as well as promoting equality in the workforce. Despite the benefits, there are challenges associated with implementing flexible working.

FWAMS can offer practical advice on designing a policy, on overcoming common challenges such as timetabling and budgeting, as well as highlighting the importance of 'flexible hiring'. They can also offer trust level support. Whether you are a leader in a MAT, a mainstream primary or secondary, a special school or an alternative provision/pupil referral unit setting, a FWAMS will be able to offer bespoke support.

Summary of session

- Develop a long term visionary People strategy
- Make sure this is well communicated including to potential recruits
- The four pillar model is a great evidence based structure for your strategy
- Focus on developing the people leader skills of all leaders – people are not born leaders
- Professional development for all and a new approach to PM is crucial
- Tackling workload and better opportunities for flexible working are too





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great people to chance!
