The Talent Challenge:

The looming teacher recruitment crisis in England's state schools and what to do about it

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OCEANOVA

Foreword

Everyone who keeps abreast of education news is aware of the issues we face as a nation in providing enough teachers to educate our children. This is not a recent phenomenon.

The combination of factors – both within the education system and outside – that are clearly presented in this study, indicate the severity of the challenge we face over the coming decades. However, considering the scale and urgency of the impending recruitment and retention crisis in education, there are precious few solutions or innovations mooted.

What is needed now is action. Action at a policy level? Yes. Action at a regional level? Yes. Most importantly, schools themselves must take responsibility for their talent management processes and stop looking to central government for solutions.

We need to effect a paradigm shift in the way school leaders attract, retain and develop talent within their organisations. Schools must professionalise their recruitment processes and adapt to the more cost-effective strategies and technologies that are now common in other sectors.

We need to reinforce the status of the profession and promote wellbeing in the job to unlock the creativity, passion and discretionary effort that undoubtedly exists in the teaching workforce. Simply, we need to put the needs of our teaching talent at the top of the agenda. They are the assets that execute the service delivery of a school – teaching and learning. That is why our institutions exist.

Whilst effective leadership is critical to the success of a school, leadership teams must always remember that their function is principally one of support.

This study by LKMco – the 'think and action-tank' - focuses not only on the problems we face, but the solutions we'll need to employ to effect immediate and lasting change in the way we manage talent within our teaching workforce.

Oceanova is passionate about talent management in education. We have exciting stories to tell in teacher recruitment, initial teacher training, creative deployment, professional learning and leadership development. We are proud to work with thousands of schools in the UK and continue to propose innovations that challenge the status quo.

We encourage you to do the same.

David Cobb
Oceanova, CEO

Foreword

Almost two years ago we published "Why Teach?", our first report on why teachers enter, leave and stay in the profession. Its findings made for at once inspiring and worrying reading.

The report simultaneously highlighted the disturbing number of teachers wanting to exit the sector as well as their enormous passion and commitment to the profession. It also set out for the first time the range of motivations that lie behind teachers' dedication. Whilst some teachers are driven by a passionate desire to transform society, others are more focused on changing individual pupils' lives. For others it is a desire to pass on a passion for their subject that is key.

Perhaps even more importantly, our research showed that teachers' motivations change over time and that leadership and access to professional development can be crucial in getting the best out of teachers and keeping them engaged. By focusing on talent management, this report picks up from that point.

This report sets out the problem that needs solving and then draws together insights from other sectors as well as the research literature to provide new thinking on how schools manage talent. We do not intend to recommend any particular approach, but instead to set out avenues schools and school leaders might want to explore. Different approaches will suit different contexts but the central premise is a universal one: if schools are to succeed in a tough environment, they need to make talent management part of their core business.

Ultimately it is teachers who will make the difference in classrooms. However, schools need to back, support and develop them if teachers' potential is to be unleashed. As this report shows, different sectors have introduced a number of approaches to this. Feedback and dialogue is key, as is understanding and tapping into the evolution of individuals' career plans.

In relation to pupils, Dylan William has argued[1] that schools cannot simply be talent refineries - identifying talent and letting it rise to the top. Instead they need to be talent factories- building and enhancing expertise at every level. Much could be gained if schools made this shift in relation to teachers too and I hope this short report will help them do so.

Loic Menzies
LKMco, Director

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[1] Wiliam, D., (2010) Teacher Quality and how to get more of it http://www.dylanwiliam.org/Dylan_Wiliams_website/Papers_files/Spectator%20talk.doc
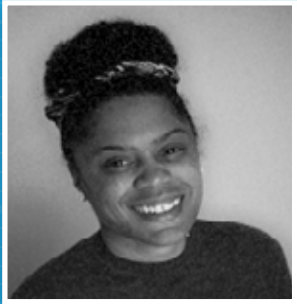
Iesha Small combines her work as an Associate at LKMco with a maths teaching role at Kings Langley School, Hertfordshire, where she was previously assistant head teacher. She has over 12 years' experience in UK schools in London and the East of England, and is also an experienced governor in the Early Years phase. Iesha has also been an effective independent consultant and coach where she has specialised in developing the expertise and capacity of Middle and Senior leaders. During her educational career, Iesha has been seconded to the Department of Education. She was part of the team responsible for the reforms to Initial Teacher Training which have led to the current variety of school-based routes into teaching

Ellie Mulcahy is an Associate at LKMco and holds a PGCE with a specialism in the early years. She previously worked as a reception teacher in a school in Ramsgate, Kent, having joined the founding cohort of the Teach First Early Years programme. Ellie has worked alongside Teach First to develop the Early Years Programme and supports programme participants, and more recently as a freelance researcher for Teach First and the Behavioural Insights Team.

Loic Menzies is Director of LKMco, a Tutor for Canterbury Christ Church University's Faculty of Education and a trustee of the charity The Kite Trust. He was previously Associate Senior Manager and Head of History and Social Sciences at St. George's R.C. School in North West London. Before that he was a youth worker involved in youth participation and young person-led community projects. He now specialises in education policy, youth development, social enterprise and school-based teacher training. He holds a degree in Politics, Philosophy and Economics from Magdalen College, Oxford.

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The Perfect
Storm

In recent years there has been much talk of a teacher recruitment and retention crisis in England. On the surface, headline data has led some to suggest these fears are unfounded since, nationally, the number of teachers joining the profession has generally matched the numbers leaving. Indeed there has been a small increase in numbers overall[i].

However, a number of underlying trends suggest that this will not continue to be the case in the future. In fact, there are already worrying signs of a growing crisis. The Key found that over 60% of school leaders they surveyed were currently finding it hard to recruit and retain teachers.[ii] A closer look behind the government headline figures suggests different factors are coming together to create a Perfect Storm that will force the government and state education sector to radically rethink recruitment and retention (and talent management) if we are to avoid crippling teacher shortages in the future.

In this introduction to the challenges, we begin by looking at system level trends before considering particular pinch points that may result in particular challenges for some regions and types of schools. We argue that the true scale of the problem is revealed in stark terms as soon as one considers entry and exit rates in the context of rising pupil numbers.

FACTORS AFFECTING NUMBERS OF TEACHERS NEEDED NATIONALLY (ENGLAND)

Overall teachers needed at system level

Number of teachers being trained

Pupil numbers in at system level

Factors affecting number of teachers needed nationally

Overall teachers needed nationally

Pupil numbers in individual schools
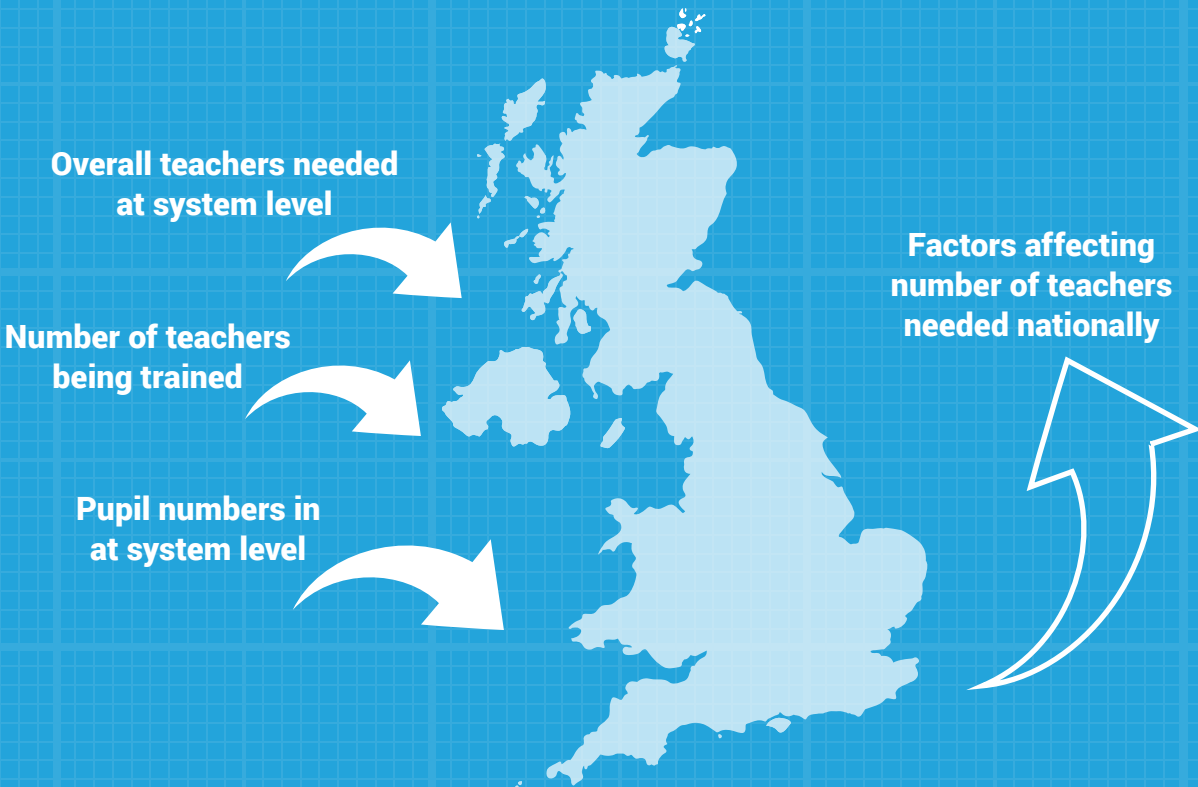
FACTORS AFFECTING NUMBERS OF TEACHERS NEEDED AT SCHOOL LEVEL

Teachers leaving individual schools
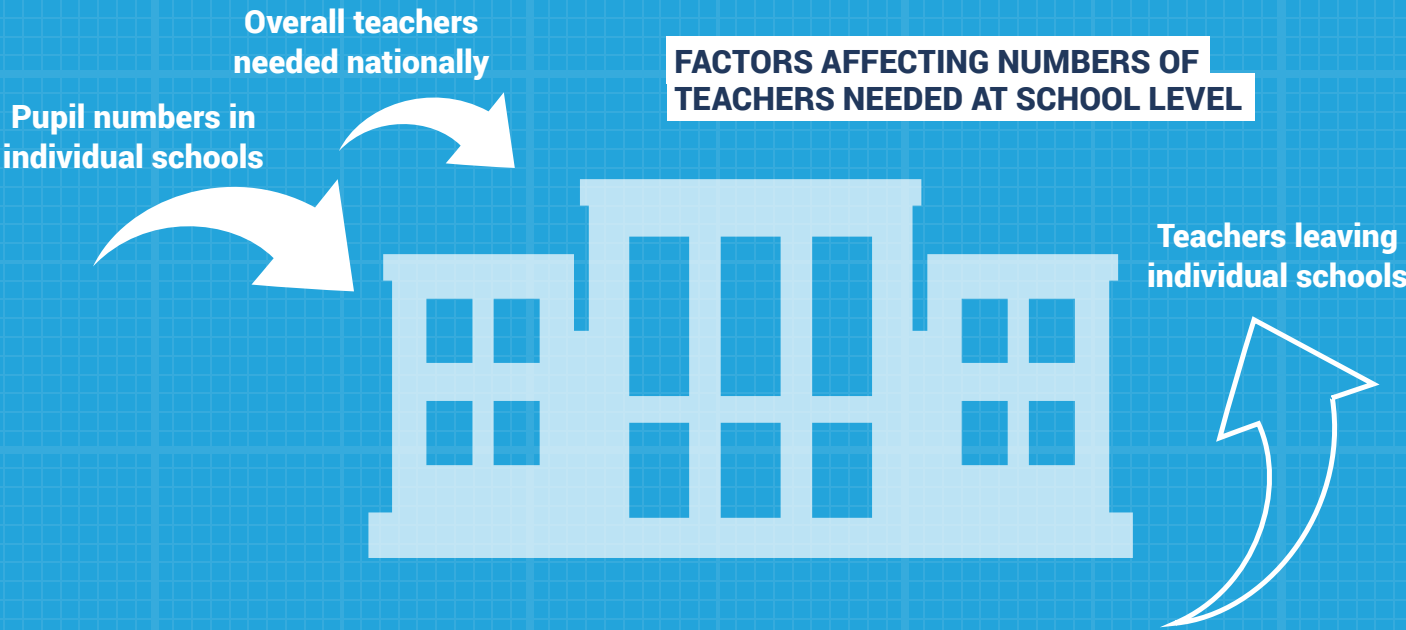
1. The National Picture

1.1.1 Why does it matter?

It is clear enough that the number of current school-age children (and future projections thereof) are key in determining the required teacher workforce. Pupil numbers can be used to estimate the necessary supply of teachers once pupil to teacher (PTR) ratios are taken into account in different phases. Therefore, current birth rates[1] can be used to predict demand for primary school places and thus teacher numbers. In a similar way, current primary numbers can be used to predict future short and medium term secondary school numbers.

1.1.2 What do the figures show?

Overall pupil numbers are forecast to rise at primary and secondary level. Primary numbers have been rising for several years. In 2016, the largest cohort of school age pupils was aged aged 5-10[iii]. This group will go on to fuel secondary numbers. The pupil population aged 11-15 is projected to peak in 2025 at 3,325,000 which is over half a million more pupils than the 2015 pupil-population, representing a 20% increase in pupil numbers over the next decade. Meanwhile the 5-10 year old cohort is expected to continue growing but less than the 11- 15 age group over the same time period.

1.1.3 So what?

Increased numbers of pupils mean that more teachers are needed, even without taking into account teachers leaving the system. Based on current Department for Education (DfE) pupil to teacher ratios (PTRs)[iv], the projected increase[v] of 174,000 primary pupils between 2016 and 2020 would mean almost 5,200 extra teachers will be required according to the Teacher Supply Model (TSM). Over the same time period, the projected increase of 277,000 pupils aged 11- 15 would mean over 7,400 extra[vi] teachers will be needed at secondary level. These rises are considerable and will on their own mean a large number of additional teachers need to be trained. Here the second element of the 'Perfect Storm' comes into play.

All state funded pupil numbers by age group, actual and predicted (DfE, 2016)

Legend:
- Under 5
- Age 5-10
- Age 11-15

Y-axis: FTE pupils (millions)
X-axis: Year (as at January), 2007–2020

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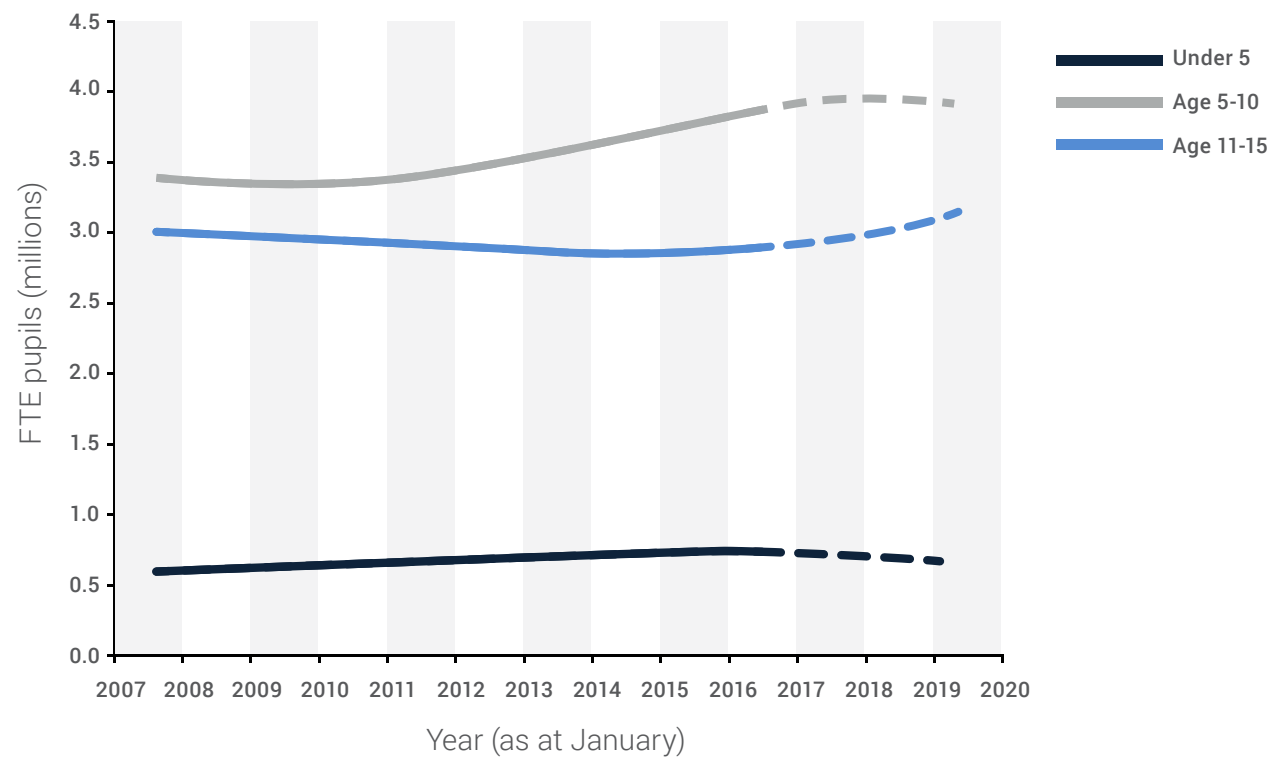
[1] According to gov.uk "Changes in the population who are of school age is largely driven by an increase in the birth rate rather than direct immigration. However, that birth rate is in turn affected by any increase in the number of children born to non-UK born women"

1.2 THE SUPPLY OF NEW TEACHERS

Percentage of ITT Places filled against TSM (DfE 2016)

New entrants to postgraduate Initial Teacher Training by subject and phase (DfE, 2016)
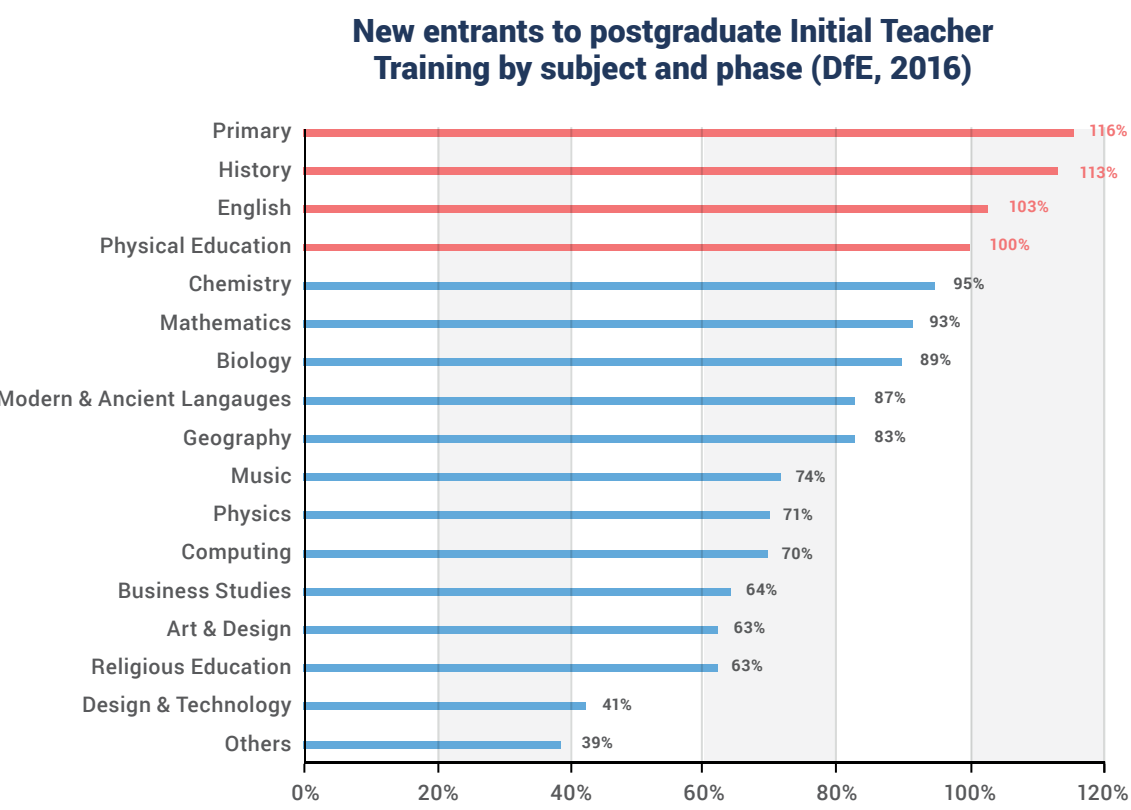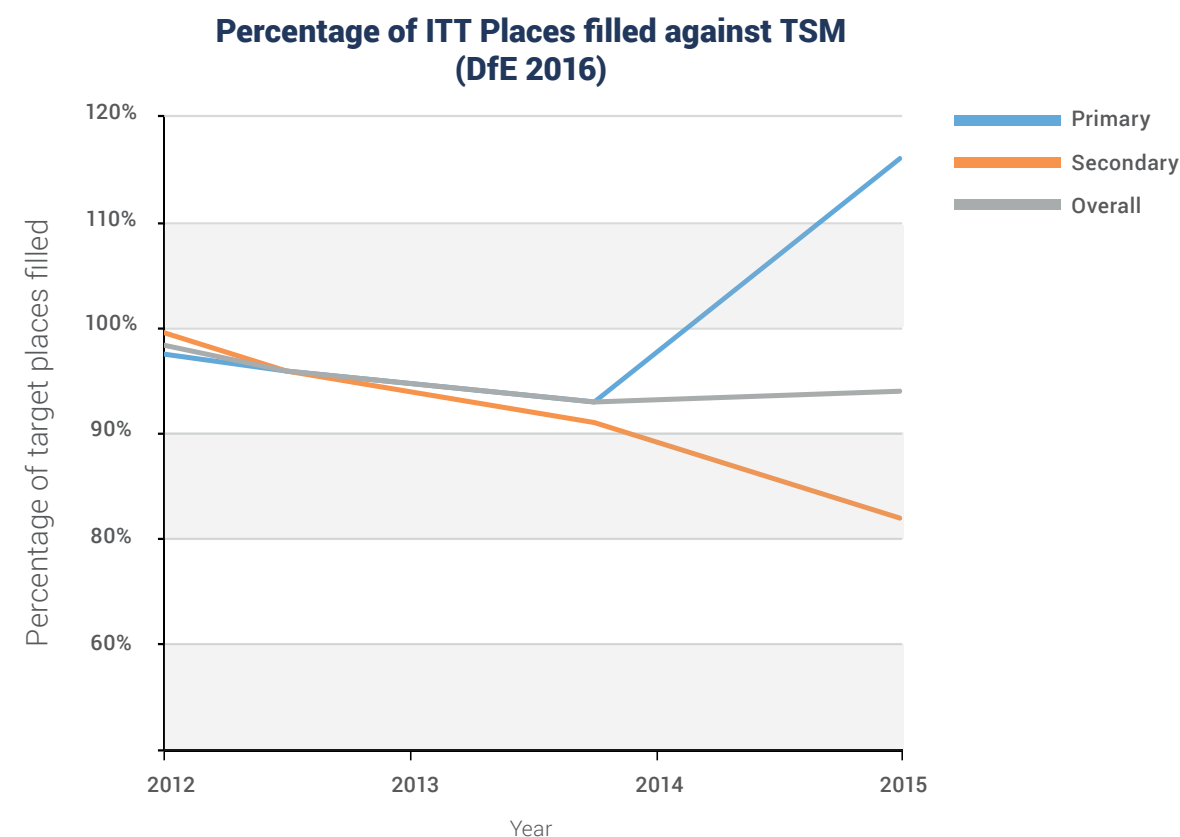
1.2.1 Why does it matter?

Pupils in schools need teachers to teach them. Even without the increased pupil numbers highlighted above, new teachers need to be trained to make sure that teacher numbers remain stable given the normal ebbs and flows of people leaving the profession (due to retirement or transfer to other sectors or just taking career breaks). New flow into the profession is vital to maintain consistent PTRs, even if pupil numbers remain the same. Recruiting new teachers is even more vital in a situation where pupil numbers are projected to increase, as outlined in 1.1.2. According to current predictions 26,500 extra teachers will be needed between now and 2025 to meet the demand created by increasing pupil numbers in primary and secondary phases.

1.2.2 What do the figures show?

Initial teacher training (ITT) recruitment is not meeting overall governmental targets due to a worrying trend in secondary ITT recruitment.

Overall the percentage of trainees recruited compared to those required (calculated from the Teacher Supply Model, TSM[vii]) have been roughly consistent at 93- 95% over the past three years. This follows a high point in 2012-2013[viii] when total trainee recruitment figures met or exceeded government targets.

The current 94% figure masks a tale of two phases[ix]. Secondary ITT recruitment is under-recruiting against government targets (82% of target in 2015-16) while primary ITT over-recruited (116% of TSM target). This suggests future issues at secondary given the expected increase in pupil numbers.

Projections for secondary teacher recruitment worsen when particular subjects, such as Design Technology, Computer Science and Business Studies are considered.

1.2.3 So what?

Overall, recruitment to ITT has been slightly below government targets since 2013 and is not meeting overall demand. It should also be remembered that there are difficulties with the model itself and that not all of those who complete ITT training go on to work as Newly Qualified Teachers with some opting not to become teachers or opting to teach abroad instead.

The number of pupils in our schools at all levels is set to grow, with significantly more growth in secondary schools. However, fewer people are joining the teaching profession than the number needed, especially at secondary level and especially in particular subjects. These facts on their own are enough to be a cause for concern but there are also a range of other factors at play.

"The TSM is an excellent piece of modelling by the DfE, although by its very nature it is backward looking and as a result frequently takes weighted average data from four years that were at a different stage of the economic cycle to the current state of the economy or the situation going forward. We need, I believe, to have more accurate and fine grained data to understand the solution."[x]

John Howson,
Director of TeachVac

1.3 OTHER TEACHERS ENTERING THE SYSTEM

1.3.1 Why does it matter?
Teacher training is not the only source of 'new entrants' to the system. Those returning to the state sector after a break, those previously working in the independent sector, overseas trained teachers and previously qualified teachers entering from other professions also contribute to teacher numbers and entrant rates. All of these sources need to be taken into account when assessing whether teacher numbers will meet demand in the future.

1.3.2   What does the data show?
The total number of new entrants to primary schools increased in raw terms by approximately 6,000 teachers from 2011 to 2015. This matches increased need related to increased pupil numbers. There has, however, been a change in the composition of these new entrants. A smaller proportion of entrants to the workforce are entering teaching from other sources overall (from 18.5% to 13.5% in the period 2011 – 2015). The proportion of entrants returning to teaching having qualified and worked outside of the sector has also decreased over the same period (37% to 33%). At secondary level the proportion of new entrants who are NQTs has declined whilst the proportion of returners has slightly increased.

1.3.3 So what?
Increasing numbers of returning teachers are playing some part in boosting numbers of entrants at primary school level and are helping to counteract the decreasing number of NQTs at Secondary level, however these gains are unlikely to be sufficient to match exit (wastage) rates and rising demand due to pupil numbers, particularly at secondary school.

Contributions to total school new entrant numbers: primary/secondary schools (DfE, 2016)

Legend:
- Primary NQTs
- Primary New
- Primary Returners
- Secondary NQTs
- Secondary New
- Secondary Returners
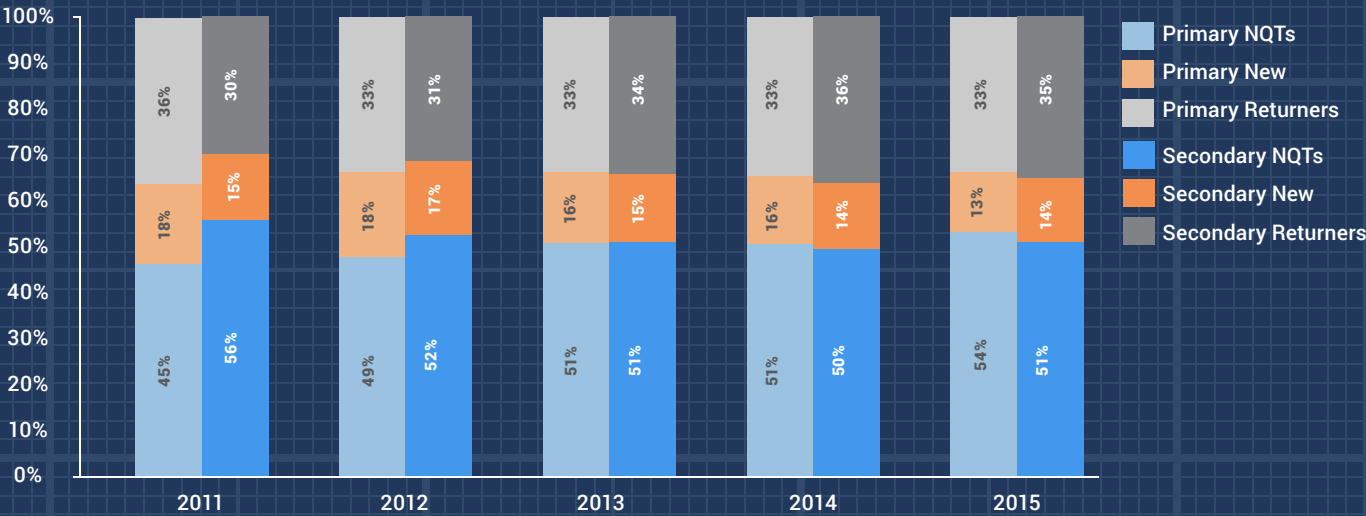
Raw figures new school entrant numbers: primary/secondary schools (DfE, 2016)

	2011 (P)	2011 (S)	2012 (P)	2012 (S)	2013 (P)	2013 (S)	2014 (P)	2014 (S)	2015 (P)	2015 (S)
NQTs	9,200	11,100	11,500	11,100	12,700	10,400	13,400	10,300	14,400	10,500
New	3,700	2,900	4,300	3,500	4,100	3,100	3,900	3,000	3,600	2,900
Returners	7,400	5,900	7,800	6,600	8,100	7,000	8,800	7,500	8,700	7,200
Total	20,300	19,900	23,600	21,200	24,900	20,500	26,100	20,800	26,700	20,600

(P) = Primary
(S) = Secondary

1.4 NUMBER OF TEACHERS LEAVING OR RETIRING

1.4.1 Why does it matter?
One element of ensuring there are enough teachers to teach the students in our schools is ensuring any change in pupil numbers is matched by a change in teachers entering the system. Another element is ensuring that any exits from the profession are compensated for. Changes in the 'exit rate' are therefore critical, whether due to retirement (or death), moving to another sector, moving to a non-teaching role in school (such as becoming a TA), or moving abroad.

1.4.2 What do the figures show?
The percentage of the teaching workforce leaving the profession (known as the 'wastage rate') is currently the highest it has been for five years in both primary and secondary phases (10.2% in primary and 11.1% in secondary).

The numbers of teachers leaving teaching in order to move to another sector, or because of retirement or death steadily increased in primary schools from 2011 – 2015. For each of those years the corresponding secondary wastage rates have fluctuated but always been slightly higher than at primary level[xi].

A deeper look at the figures reveals that the nature of wastage changed from 2011 to 2015. Fewer teachers are retiring and more are leaving the sector to work elsewhere.[2] The proportion of leavers who are leaving the profession without retiring has risen by 18% over the past five years (from 65.6% to 77.5%).

1.4.3 So what?
Steadily increasing numbers of teachers leaving the profession, will further add to the pressure on the supply of teachers. Add this to the fact that the numbers of teachers training overall is not meeting demand (especially at secondary) and the prediction of more pupils needing to be taught in future years and the overall picture is of a perfect storm beginning to build which will have serious implications for the teacher workforce in England. By implication this will impact schools and the pupils and communities that they serve.

Teacher wastage rates: 2011 - 2015 (DfE, 2016)
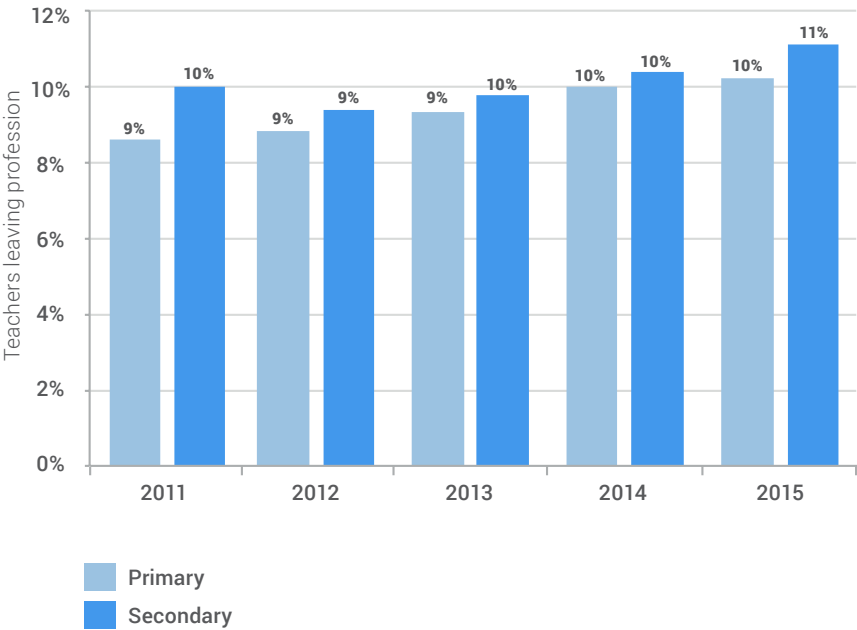
- Primary
- Secondary

Change in composition of teachers leaving the profession (DfE, 2016)

- Out of service
- Retired

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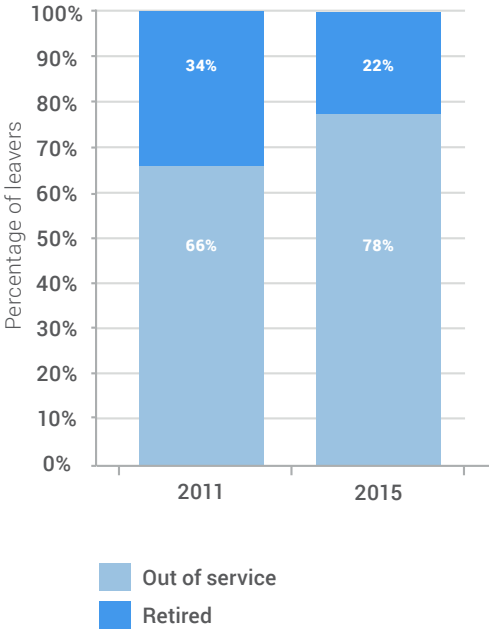
[2] Percentages due to death are statistically insignificant.

1.5 SUPPLY AND DEMAND: THE NATIONAL PICTURE

The primary workforce has had more entrants than leavers over several years. At secondary level teacher numbers are decreasing. Not enough teachers are being trained and as the current primary pupils progress into secondary there will be growing numbers of secondary pupils needing to be taught. The implications of this are that there will be more unfilled vacancies in schools resulting in disruption to children's education, larger class sizes and fewer opportunities to be selective when recruiting.

Primary vacancies are currently running at 6.9% across England as a whole, a considerable (39%) increase compared to 4.2% in 2010. There is an even more worrying trend for unfilled vacancies in secondary schools. Across England 23.0% of English secondary schools reported an unfilled vacancy or temporarily filled post. This is a 45% increase from the 2011 level of 15.9%. As a result, one in four secondary schools in the worst affected areas are reporting unfilled permanent posts. Even more worryingly, figures may be even worse, since data is based on a single census day in the Autumn term each year. These vacancies mean that many children will be taught by supply teachers, sometimes for a prolonged period. It is therefore clear that supply and demand are mismatched.

Primary

	2011	2012	2013	2014	2015
Total leavers	29,000	32,800	37,000	42,100	42,900
Total entrants	30,700	36,300	40,300	44,300	44,800
Difference	**1,700**	**3,500**	**3,300**	**2,200**	**1,900**

Source: School Workforce Census

Secondary

	2011	2012	2013	2014	2015
Total leavers	30,800	32,100	35,700	39,500	40,900
Total entrants	28,200	32,200	34,200	36,900	37,200
Difference	**-2,600**	**100**	**-1,500**	**-2,600**	**-3,700**

Source: School Workforce Census

2. The Local Picture

The pressure on teacher supply will not be evenly distributed across schools, subjects or regions. As a result, some schools will be, to some extent, insulated from the pressure whilst others will feel it particularly acutely. For these schools, urgent action is needed if catastrophic consequences for pupils' education are to be avoided. This section explores which sections of the sector may feel the effects of the Perfect Storm most keenly.

2.1 PUPIL NUMBERS AND TEACHER NUMBERS BY REGION

2.1.1 Why does it matter?

Analysis of the circumstances faced by different types of schools and in different regions offers insight into the likely effect of the trends outlined above in section 1 and helps gauge the depth of the upcoming crisis at a local level.

2.1.2 What do the figures show?

Pupil numbers in primary schools increased across all regions between 2011 and 2016 but the rate of growth differed slightly by region. The East of England (14.9%) and Outer London (15.7%) saw the largest increases in primary pupil numbers.

In secondary schools, pupil numbers decreased overall in all regions other than London and the variation between different regions was more pronounced. The North East saw the greatest percentage point decrease, 7%, whereas Inner London saw an increase of 13.1% percentage points in pupil numbers.

Percentage point change in primary and secondary pupil numbers by region between 2011 and 2016
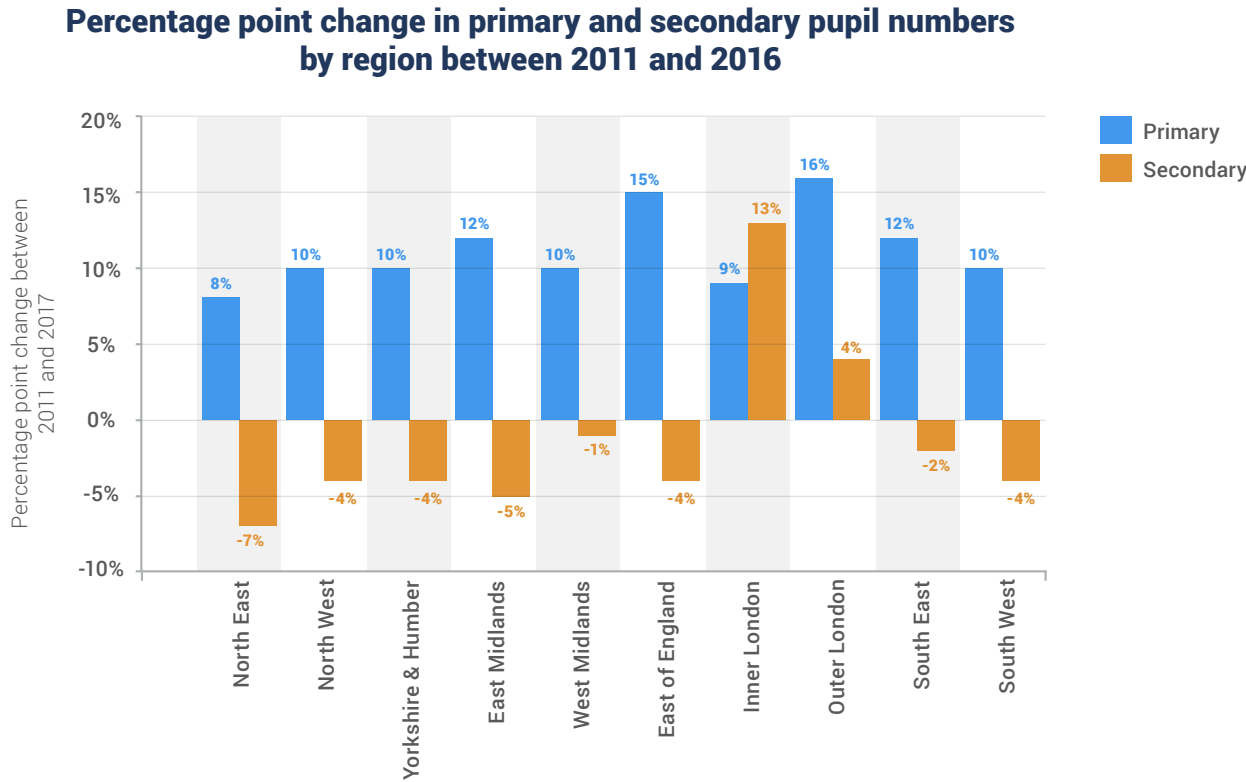
Percentage point change in primary pupil numbers and teachers by region between 2011 and 2016
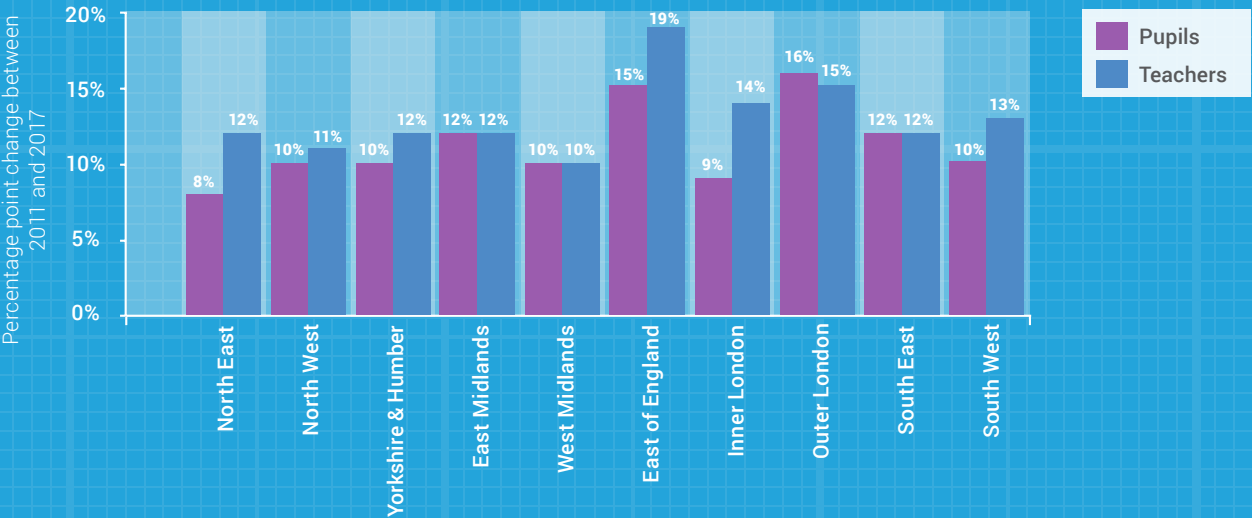
Percentage point change in secondary pupil and teacher numbers between 2011 and 2016
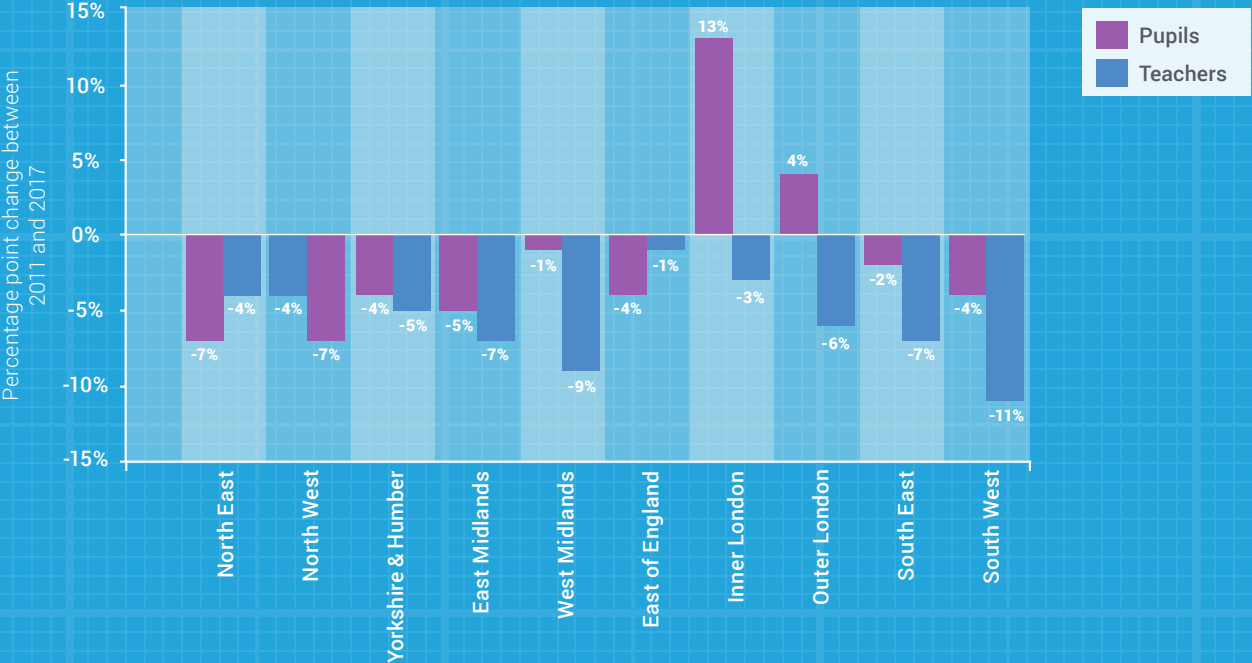
Pupil teacher ratios (PTRs) in primary school have remained stable over the last five years (20.5:1) whereas ratios in secondary schools increased slightly between 2010 and 2015. Inner London however has consistently maintained lower PTRs than elsewhere, both in primary and secondary schools (18.2:1 and 13.1: 1 respectively). It is also notable that schools with high pupil deprivation have lower staff to pupil ratios. The link between ratio and deprivation is stronger than the link between ratio and area type (urban or rural, coastal or inland).

When considered together, the percentage point increase in primary pupil numbers has been matched (or exceeded) by a similar percentage increase in primary teacher numbers across most regions. However, there are two regions where this has not been the case: the West Midlands and the South East (although differences were small)

The picture is more disturbing at secondary school level, particularly in London. In most regions, teacher numbers have decreased more than pupil numbers. In London pupil numbers have risen by over 18,000 (13.1%) and 12,000 (4.0%) in Inner and Outer London respectively. Meanwhile teacher numbers have fallen by 3.4% and 5.5% respectively.

The source of additional teachers varies between areas, with NQTs forming a larger proportion of new recruits in areas where wastage rates are higher such as London and the South East.

2.2 TEACHER WASTAGE - REGIONALLY

2.2.1   What do the figures show?

Wastage rates have increased in all regions other than the North East, at primary level, with the highest percentage point increase of 2.7% seen in Inner London (which is particularly concerning given rapidly increasing pupil numbers there).

Although the increase in wastage rates in secondary schools was lower, it also varied between regions: the East Midlands saw the lowest percentage point increase (0.6%) and Yorkshire and the Humber saw the largest percentage point increase in wastage (1.9%). As highlighted in section 1.4.2 the driver of wastage has increasingly been teachers moving 'out of service' rather than simply retiring. This picture has been consistent across regions with increases in 'out of service' rates and decreases in retirement rates reported across the country. In 2015, Inner London had the highest rate of 'out of service' leavers as a proportion of its wastage (89.2% compared to a low of 72.3% in the North East and an average of 77.5% across England).

Alongside regional variation, wastage rates also varied between schools with different deprivation levels. Teacher wastage rates tended to be higher in more deprived areas. Deprivation affects wastage more than region or other factors and this is the case both at secondary and primary level.
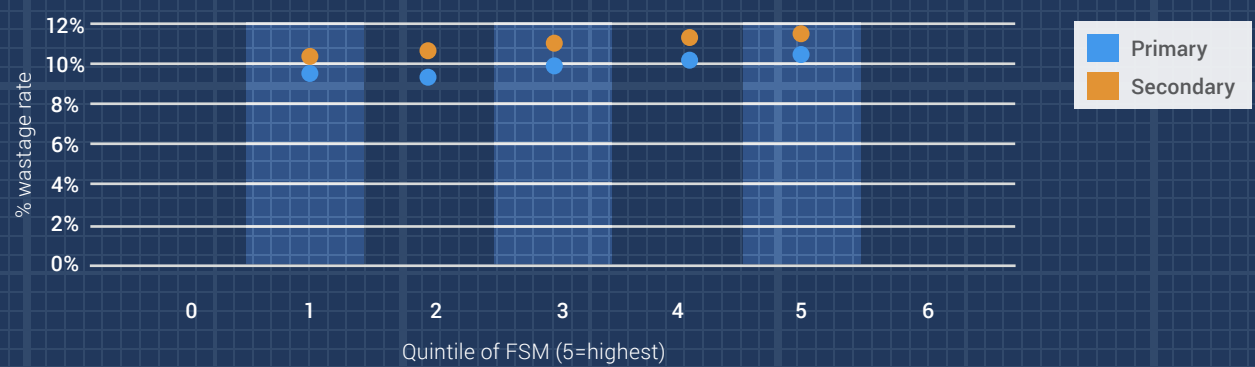
Primary school wastage rates in 2011 and 2015 by region
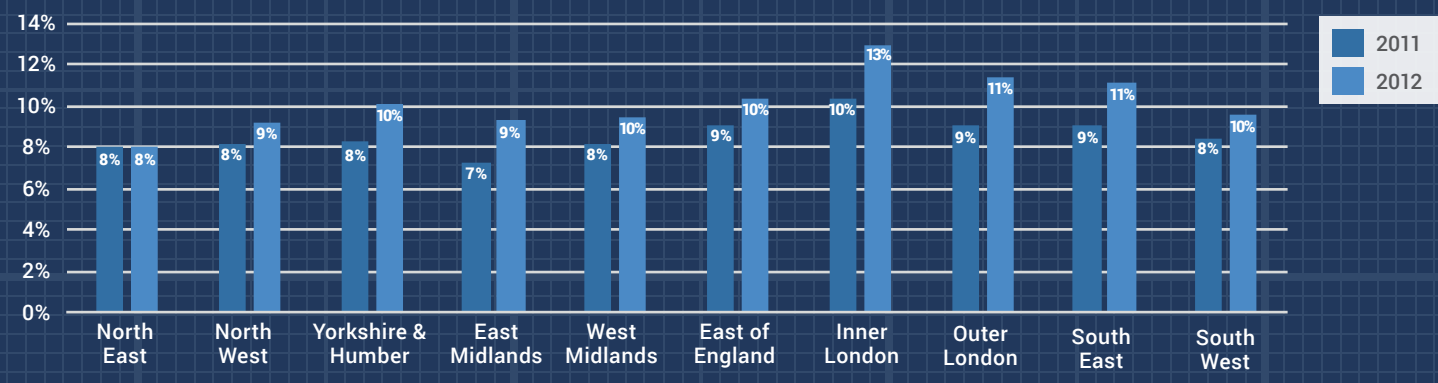
Secondary school wastage rates in 2011 and 2015 by region
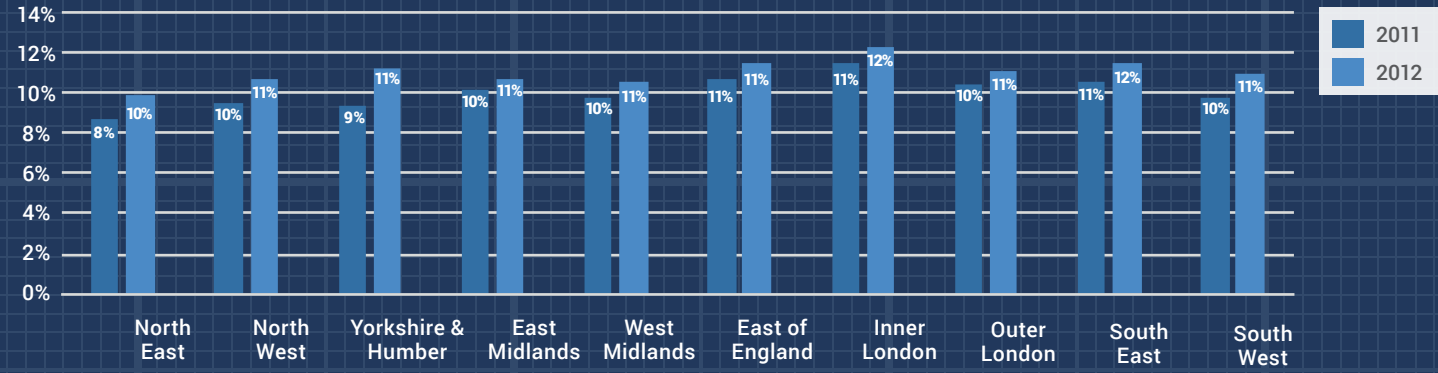
Wastage rate by deprivation level in primary and secondary schools

2.2.3   So what?

Going forward, pressure is likely to be particularly acute in certain regions. Secondary schools located in the West Midlands, South East and Inner and Outer London will feel the Perfect Storm particularly acutely in the years to come. They have experienced an increase in primary pupil numbers but secondary teacher numbers have declined in the same period so future demand will not be met. Within these regions the schools serving the most deprived pupils will be hit worst.

The West Midlands
Reasons for concern:
Saw an increase in primary pupil numbers who will go on to become future secondary pupils but has seen the second largest percentage point decrease of secondary teacher numbers in the same time period across all English regions.

Inner and Outer London
Reasons for concern:
Both of these regions have seen an increase in primary numbers. In fact, Outer London had the largest percentage point increase in primary pupil numbers of all English regions from 2011 to 2016. They are also the only regions that saw an increase in secondary pupils over the same period. Despite this, the number of teachers at secondary has decreased.

The number of secondary teachers in London is not meeting the current demand created by the increase of pupils. This situation will only get worse in future years as pupil numbers increase as a result of primary growth.

The South East
Reasons for concern:
Between 2011 and 2016 the percentage point decrease in secondary teacher numbers was more than three times the decrease in student numbers. Teachers are therefore leaving at a faster rate than pupil numbers have been decreasing. On top of this, the South East was the English region with the third highest percentage point increase in primary student numbers. As these primary pupils become secondary pupils over the next five years, there will not be enough teachers to teach them if current trends continue.

2.3 SCHOOL TO SCHOOL MOVEMENT

2.3.1 Why does it matter?

At a school level the net flow of teachers also includes teachers who move between schools. Understanding trends in relation to teacher mobility is as important as considering numbers who leave and enter the profession in understanding how the Perfect Storm's effects will be felt at individual school level; some schools will be better able to weather the crisis due to their ability to attract teachers.
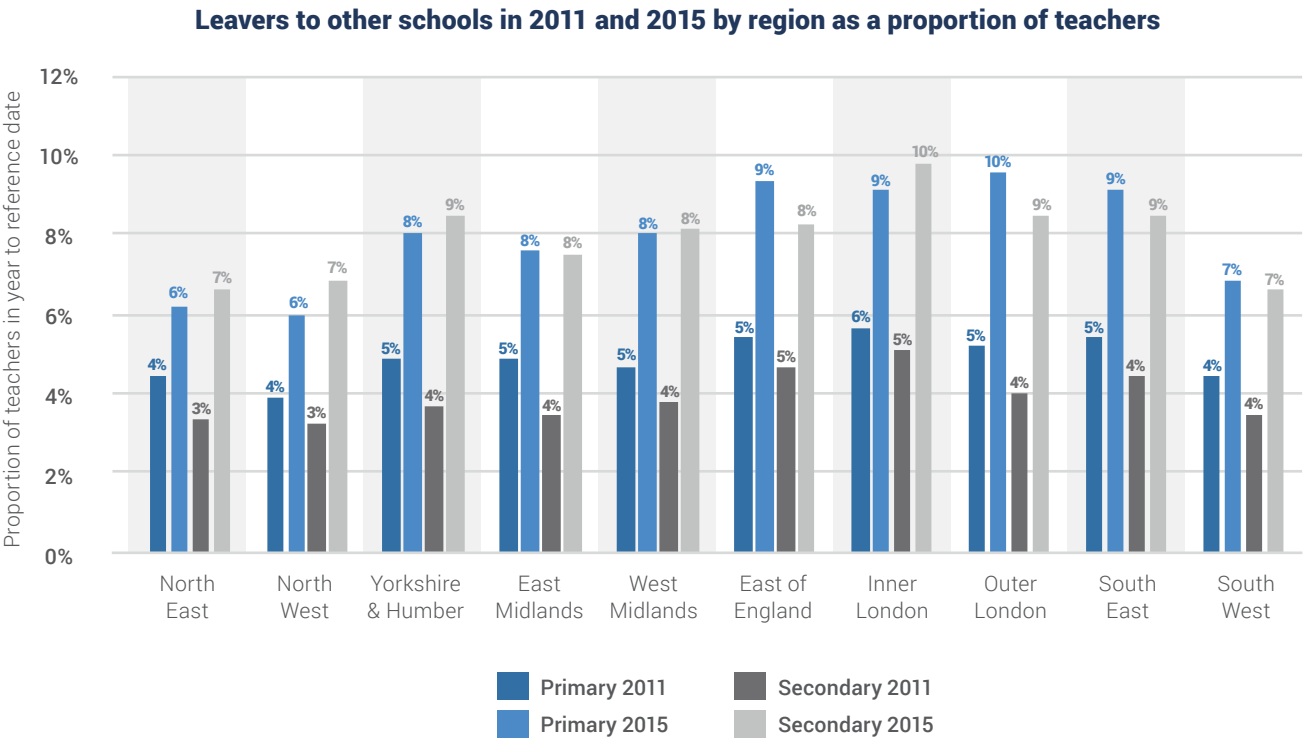
2.3.2 What do figures show?

More teachers are now moving between schools in England across both phases than did in the past. This is true in absolute terms and as a proportion of the total number of teachers entering schools. Overall, the biggest source of entrants to schools in the primary sector is teachers moving from other schools and generally this proportion has been growing in recent years.

Primary school mobility rates are highest in the East of England, London and the South East. Secondary school mobility rates are highest in London, the South East and Yorkshire and Humber.
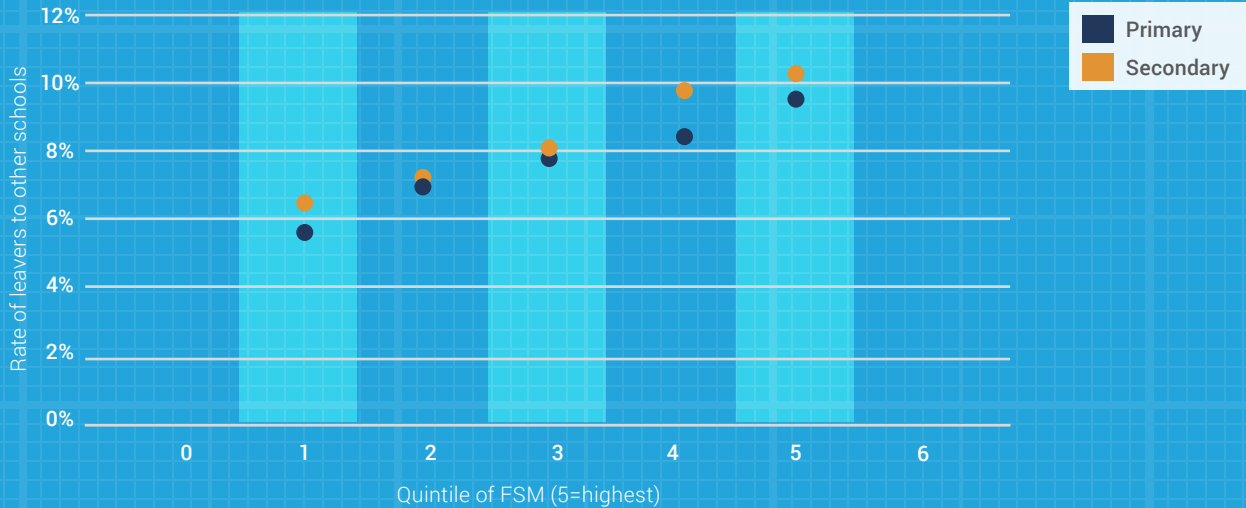
Numbers of teachers moving between schools in English maintained schools 2011-2016

Year	2011	2012	2013	2014	2015
Raw primary figures of movers/ leavers as proportion of entrants[3]	10,400 (34.0%)	12,700 (35.0%)	15,400 (38.1%)	18,200 (41.0%)	18,200 (40.6%)
Raw secondary figures of movers/ leavers as proportion of entrants[3]	8,300 (29.4%)	11,100 (34.4%)	13,700 (40.1%)	16,000 (43.4%)	16,500 (44.3%)

Leavers to other schools in 2011 and 2015 by region as a proportion of teachers

Legend: Primary 2011 · Primary 2015 · Secondary 2011 · Secondary 2015

Rate of leavers to other schools by deprivation in primary and secondary schools

Legend: Primary · Secondary

Teachers are increasingly mobile and are drawn to some schools and pushed away from others. Data shows that some school types are particularly likely to lose teachers. For example, staff working in academies are particularly likely to leave to work in another school compared to teachers in maintained schools, especially at primary school level. School workforce census data from the DfE (2016) reveals that academies also have higher entrant rates and unqualified teachers and NQTs make up high proportions of staff. Higher rates of pupil deprivation, SEND and EAL are also linked to higher teacher turnover. This suggests that schools with these characteristics are more likely to suffer teacher shortages.

[3] Percentages in brackets are proportion of teachers moving when considering the total number of teachers starting in new schools in the given year.

2.3.3   So what?

Secondary teachers are moving between schools more and some schools are particularly struggling with retention. As a result, a large and increasing number of schools are reporting unfilled posts, particularly in London and in primaries in the South East and secondaries in the East of England. The situation is worse still in schools serving the poorest students. These schools have higher rates of teachers leaving the profession as well as moving to other schools. School leaders in these schools therefore particularly need to focus on retention. Whilst this will undoubtedly require concerted action led by policy makers at a national level, the problem is too urgent for schools to wait for government action. In the following section we therefore explore how schools can themselves respond to this challenging environment.

Proportion of primary schools reporting classroom teacher vacancies or temporary filled posts (top 3 regions compared to national)
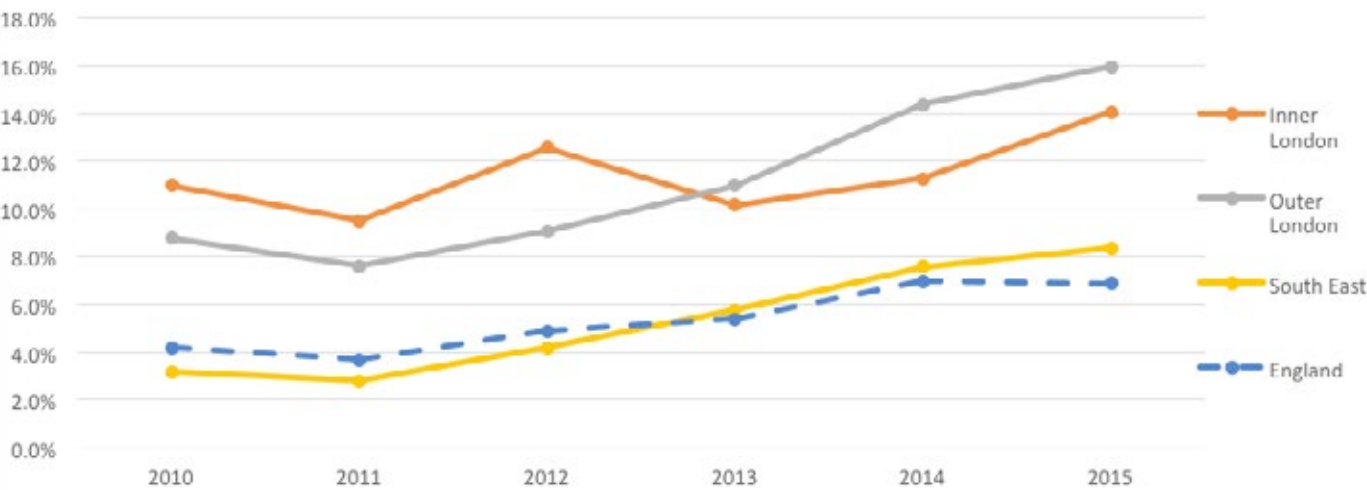
Proportion of secondary schools reporting classroom teacher vacancies or temporary filled posts (top 4 regions compared to national)
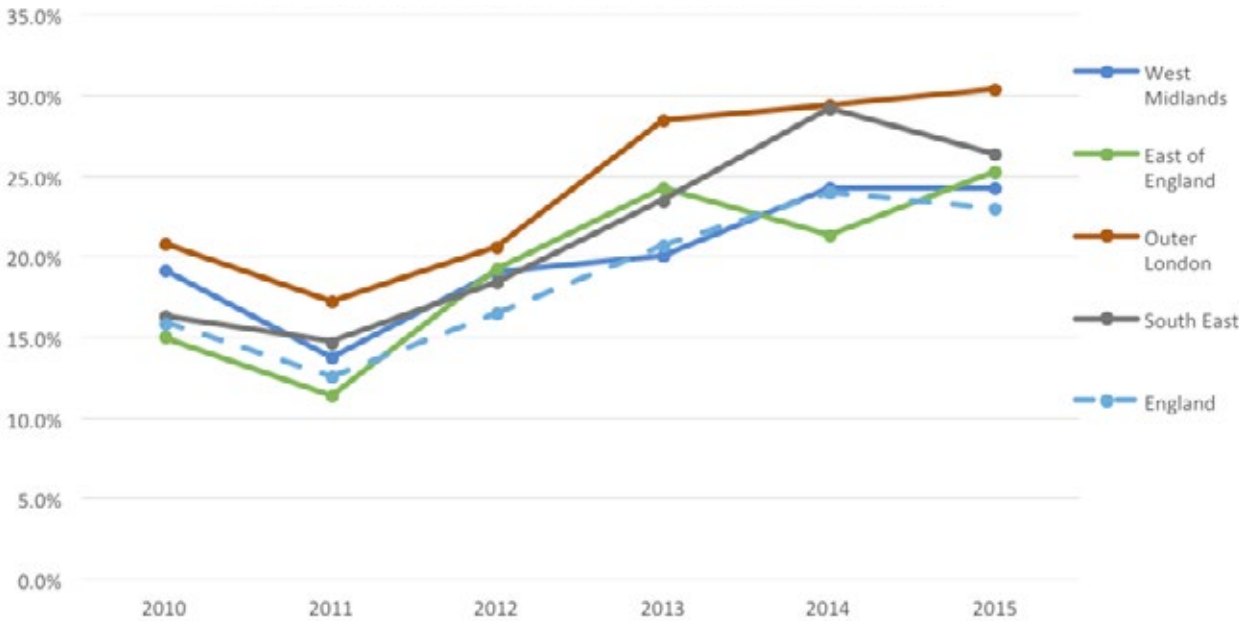
3. What next?

In many sections of our school system, the conditions are in place for a Perfect Storm in teacher supply. Some schools are already feeling the pressure and many more will do so in coming years, particularly in the context of a worsening funding crisis. The situation is likely to particularly affect secondary schools serving deprived communities in certain regions. Policy makers need to respond fast, but schools cannot afford to wait for action at the top. They therefore need take the initiative in doing all they can to attract retain and develop high quality staff. In section 4, we explore how schools might do this, drawing on lessons from other sectors.

Lessons from other sectors

There is a recruitment and retention crisis in schools. 'The Perfect Storm' revealed that the conditions are in place for things to become even worse in the next five to ten years. This, as section 1 outlined, is a result of a projected increase in pupil numbers, rising numbers of teachers leaving the profession and an inadequate supply of new trainees. Furthermore, as explored in section 2 , the situation will be particularly grave in secondary schools, those serving disadvantaged communities and in certain regions of the UK.

The number one asset that schools possess is their staff. Education is, at its core, about people and developing their potential. There is therefore

a clear need for schools to identify, retain and develop high quality staff at all levels, yet there is a dearth of advice and guidance on how best to do this. Here we explore the principles of talent management and some of the lessons that can be learned from other sectors.

This think piece is influenced by academic and business literature as well as interviews with individuals who have expertise and interest in talent management across a number of sectors. These ideas are distilled to give school leaders a digestible introduction to the field and a set of approaches they can apply in their own settings.

Key questions addressed in this section:

1. What approaches do other sectors use to attract, retain and develop good staff?
2. How might these practices affect the future of talent management in schools?

The current paradigm
In education we tend to talk about recruitment, retention and development as if these processes happen in isolation. However, in many forward thinking organisations they are seen as interconnected parts and referred to as 'talent management'.

In her work for the Kings Fund, Massey (2015)[xii] suggests that leaders in the NHS should see talent management as an integrated set of processes related to the treatment of staff, leading to "a high-performance, sustainable organisation" .

Such an approach to managing existing staff is best summarised under four main themes which are each explored in detail in this chapter.

1. **Understanding and tapping into workforce motivations**
2. **The importance of autonomy**
3. **Effective use of performance management**
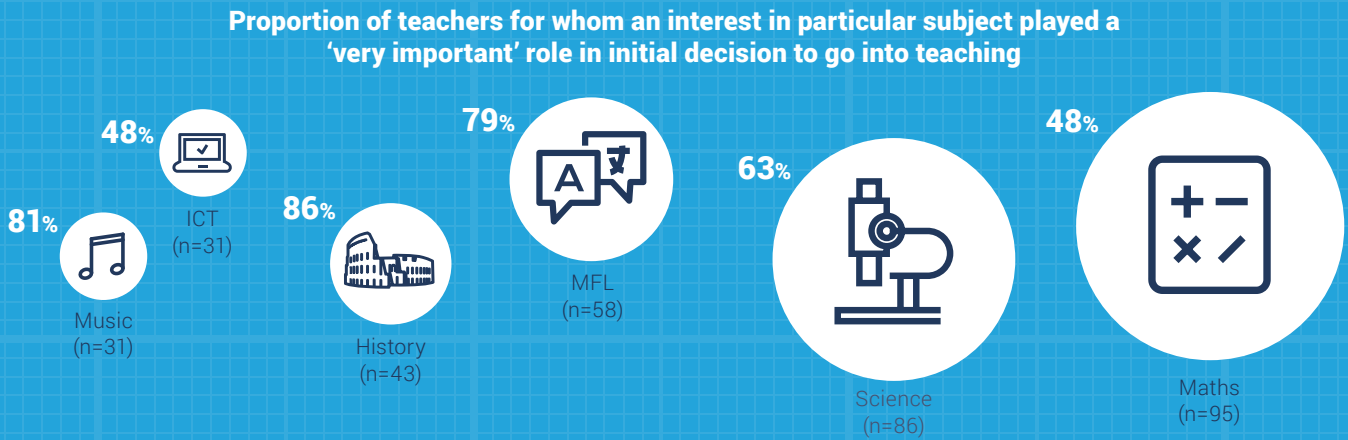4. **Identifying and developing high potential staff**

Such approaches can also have a knock on effect on recruitment, since happy, fulfilled staff are likely to spread the word to friends and contacts. This may even play a more important role in securing passionate and skilled staff than traditional advertising. We explore a range of approaches to 'filling the talent pipeline' in section 4.6.

4. Developing and supporting existing staff

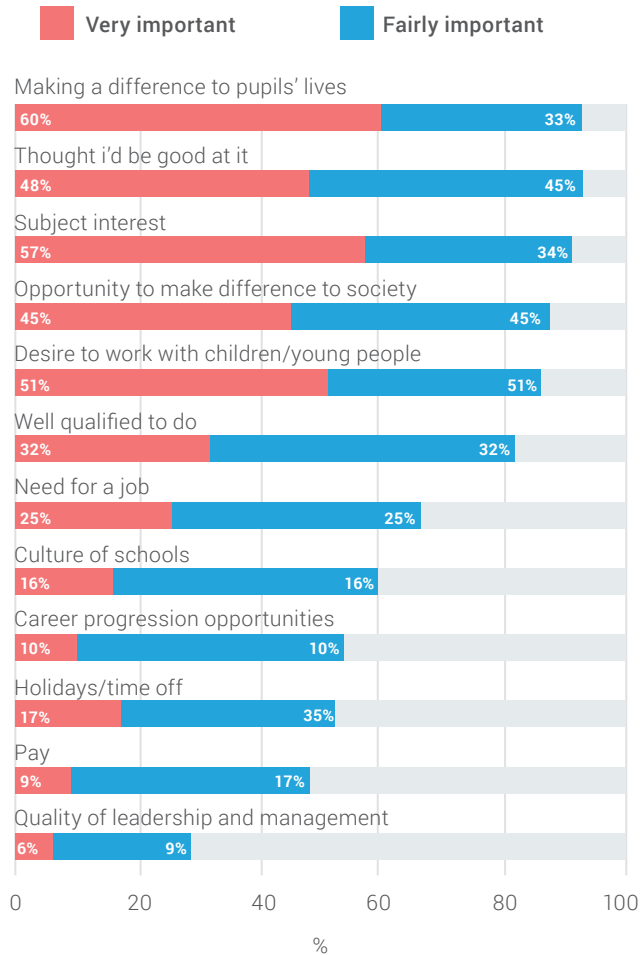## 4.1 TAPPING INTO STAFF'S VALUES AND MOTIVATIONS

It is easy for senior managers to fall into the trap of thinking that all employees are motivated by the same things. But this is not the case. Differences in expectations and motivations can be linked to generational or life-stage differences and can vary between teachers of different subjects and phases[xiii] (Menzies et al. 2015). Differences can also be found according to teachers' age and length of service (Chiong et al., forthcoming).

Proportion of teachers for whom an interest in particular subject played a 'very important' role in initial decision to go into teaching

48% ICT (n=31)

81% Music (n=31)

86% History (n=43)

79% MFL (n=58)

63% Science (n=86)

48% Maths (n=95)

Top three reasons for going into teaching (based on factors considered 'very important')

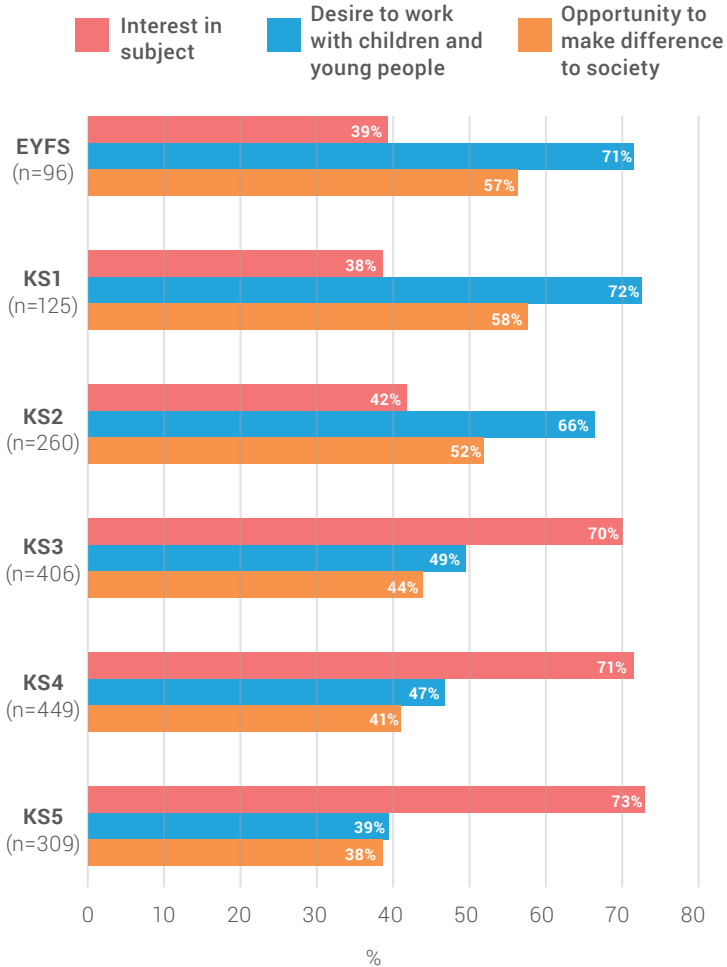|	Primary	Secondary
1	The opportunity to make a difference to pupils' lives - **69%**	My interest in the subject I teach - **69%**
2	My desire to work with children and young people - **69%**	The opportunity to make a difference to pupils' lives - **56%**
3	I thought I'd be good at it - **56%**	I thought I'd be good at it - **46%**

Reasons for going into teaching (n=1009)

■ Very important ■ Fairly important

Making a difference to pupils' lives — 60% / 33%
Thought i'd be good at it — 48% / 45%
Subject interest — 57% / 34%
Opportunity to make difference to society — 45% / 45%
Desire to work with children/young people — 51% / 51%
Well qualified to do — 32% / 32%
Need for a job — 25% / 25%
Culture of schools — 16% / 16%
Career progression opportunities — 10% / 10%
Holidays/time off — 17% / 35%
Pay — 9% / 17%
Quality of leadership and management — 6% / 9%

Pupil and social motivators compared to subject related reasons for going into teaching by Key Stage (factors voted 'very important')

■ Interest in subject ■ Desire to work with children and young people ■ Opportunity to make difference to society

EYFS (n=96) — 39% / 71% / 57%
KS1 (n=125) — 38% / 72% / 58%
KS2 (n=260) — 42% / 66% / 52%
KS3 (n=406) — 70% / 49% / 44%
KS4 (n=449) — 71% / 47% / 41%
KS5 (n=309) — 73% / 39% / 38%

The most effective organisations understand what motivates their staff and create opportunities that tap into these to benefit individuals as well as the organisation.

Businesses increasingly consider employees their core asset. Previously, organisations wanted to mould staff motivations to fit the business's core needs and aims. Pink (2011) described this prevailing approach as "Motivation 2.0" essentially that workers could be considered part of an organisational machine. To make the machine function smoothly *"you simply rewarded the behaviour you sought and punished the behaviour you discouraged."[xiv]* Now leading thinkers in talent management encourage a more nuanced approach in which organisations align their needs with what they know about their staff's motivations. Ordonez et al (2009) argues that *"Goals people set for themselves devoted to attaining mastery are usually healthy"[xv]* but warn that goals set externally such as sales targets or test scores can *"have dangerous side effects."*

4.2 RISE OF THE MILLENNIALS

Employees born after 1982 are known as millennials. Currently 42% of the workforce in maintained schools comprises of millennials[4] and some argue that their motivations differ from other staff. This may have implications for managing the teacher workforce.

4.2.1 Lessons from business

Deloitte's 2016 millennial survey[xvi] questioned over 7,000 university-educated professional millennials across various sectors and 29 countries in the developed and developing world. It suggests that, in some ways, millennials have fairly traditional personal goals. As with other generations they want to own their own homes, have a spouse and have stability in their lives. However, a major difference when compared with previous generations is the need for many millennials to have a positive contribution to their organisation and wider society as a whole. It's not enough for millennials to come to work and keep their head down. They want to feel like they are making a difference beyond themselves and that their work means something beyond earning them a salary.

This need to contribute can result in a restlessness amongst millennials if it is not addressed. Deloitte found that 71% of those surveyed in the UK

intended to leave their current employer within 5 years with the main reasons given being
- Feeling under utilised
- Not being developed
- Feeling that their organisation has no ambition beyond profit

Organisations have therefore sought to retain millennial staff by offering:
1. Mentorship
2. Clear development opportunities
3. A desirable working environment (work/life balance)
4. An inclusive working culture over a more authoritarian rules-based approach.

However, it is worth noting that a 2015 survey of over 1,000 teachers showed few statistically significant differences in teacher motivations by age[5]. It may therefore be wiser for schools to focus on individual staff's motivations rather than assuming macro-level generational trends, particularly given that those entering teaching are likely to be a subset of individuals with pro-social motivations, regardless of their age group.

Reasons for staying in teaching by age (Menzies et al., 2015)
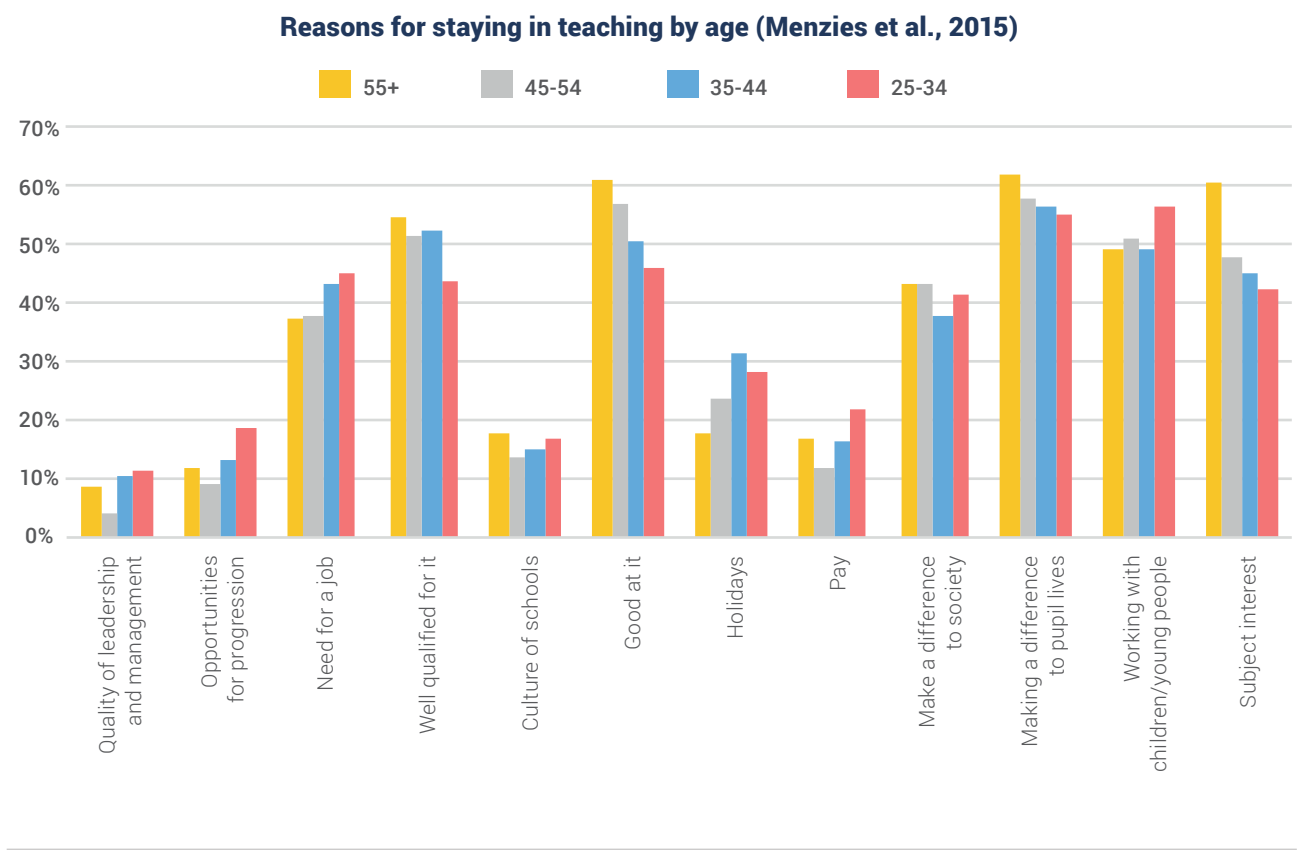
[4] Under 35 using figures from DfE https://www.gov.uk/government/statistics/school-workforce-in-england-november-2015
[5] Note sample sizes for the cohort under 25 were too small to be reliably reported
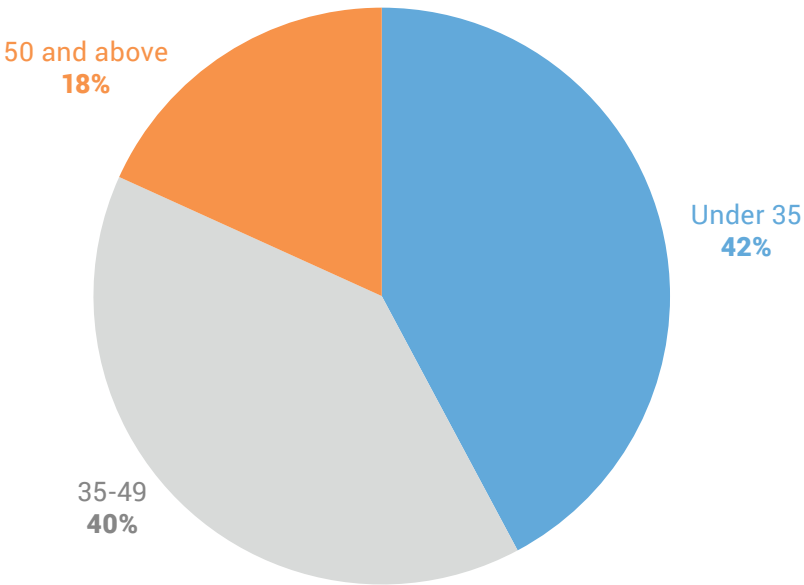
4.2.2 Implications for schools

According to DfE figures, over 40% of teachers in the state sector were millennials in 2015.

Dame Sue John, a former head teacher and current executive director at school to school support organisation Challenge Partners, states that schools have responded poorly to millennials' demands: *"They don't understand the landscape, they don't understand the generational issues. It's very, very different."* Drawing on her work across the Challenge Partners network she points out that:

> " **Quite rightly they have a higher expectation, to have a good deal in terms of their own professional development. To have a credible performance management system. To be able to be given the flexibility to be creative and do other things. Otherwise they'll be off."**
>
> Dame Sue John, Challenge Partners

Age of all school teachers in state sector (DfE, 2015)

- 50 and above **18%**
- Under 35 **42%**
- 35-49 **40%**

In order to address needs of millennial staff, schools should enhance and refine the availability of:

1. Mentorship
2. Clear and transparent opportunities for growth and development
3. Opportunities for staff at all levels to really shape their work and the wider school

Adrian Rogers, CEO of the Chiltern Learning Trust, explains that schools in his trust created opportunities for more junior, younger staff to have real impact on whole school priorities. After noticing a talented group of teachers with two to five years' experience, six development allowances were created for this group. Each was recognised with a £2.5k payment and was focussed on a different whole school issue. Such approaches can tie into what Laszlo Bock of Google calls "letting a title follow leadership." In essence, giving effective staff leadership opportunities on projects or within teams so they could learn to lead and make mistakes before they were given a particular title or promotion.

Mentorship

Mentorship can be crucial especially in the early years of a career. New teachers are generally used to having a mentor in their NQT or trainee year but support and personalised development should not stop there. Instead, schools should provide mentorship throughout the first few years of teachers' careers if not beyond that. This can be delivered by expert teachers within the school or, even better for independence and a contrasting perspective, across a network of neighbouring schools.

Millennial employees with a mentor were twice as likely to intend to stay with their organisations for 5 years or more - compared to those without a mentor

Deloitte, 2016

To ensure that these arrangements work, mentorship should be given dedicated time so that it is not an additional drain on teachers' time. This might involve re-allocating departmental meeting time or providing regular time off timetable, perhaps monthly or half termly.

> " *If you get it right at the start of a career it maybe then influences a particular way of working and being for those professionals as they move through."*
>
> Dame Sue John, Challenge Partners

Mentoring can also be useful at career transition points. Schools could therefore pledge to invest in a year's mentorship for all staff who are new to a post in order to better support new middle and senior leaders.

4.3 THE IMPORTANCE OF AUTONOMY

4.3.1   Lessons from business

Autonomy is defined as having independence or freedom over one's actions. Organisations across different sectors are increasingly recognising the benefits of prioritising autonomy throughout their organisation for example by:

- Flattening hierarchies
- Upgrading workers' skills through training
- Establishing self-managing teams

The company 3M (most famous for developing the Post-it note) allows scientists and engineers to spend up to 15% of their time on self-directed projects. The Post-it was the outcome of one such project as was the first electronic stethoscope with Bluetooth technology, which 3M introduced in 2012. William McKnight, chairman of 3M's board has explained the thinking behind the 15% rule, *"Encourage experimental doodling. If you put fences around people, you get sheep. Give people the room they need."*[xviii] Google also provides '20 percent time' where staff can spend time on projects that interest them but are in some way related to Google's interests. The development of the fast booting Chromebook laptop and, now ubiquitous, Gmail both originated from 20% passion projects.

> **" Typically, more than half of Google's new products each year are conceived during completely autonomous '20% time'"**
>
> Pink , 2011

Case Study: Patagonia

Patagonia make outdoor clothing and equipment. The company's founder, Yvon Chouinard, has a famously laid back approach to management which he calls "management by absence."

He is often away for long stretches to enjoy outdoor pursuits, which is what he originally set the company up to fund. As he explains:

"I trust people to make decisions. If the office is on fire, they don't need me to tell them to call the fire brigade, do they?"

Staff argue the approach is effective because they are free to manage their workload in any way they wish as long as their deadlines are met.

"My job as leader is to build consensus. If everyone believes in the mission, they don't conflict with each other and you don't need leaders."

Yvon Choinard, Founder

4.3.2 Implications for schools

A 2016 DfE report outlining good practice for multi academy trusts[xix] explains that *"a number of effective MATs have taken the opportunity to standardise effective teaching approaches"* this is praised as a way of improving pupil outcomes by improving economies of scale and reducing unnecessary workload for teachers. Reduced workload and improved outcomes are, or course, desirable but schools must avoid the trap of creating processes or conditions that have a counterproductive impact on teacher autonomy. Professor Andy Charlwood, Professor in Human Resource Management at the University of Leeds, notes that organisations in various sectors have a tendency to seek standardisation, rather than autonomy as a means of reducing costs. In other words, *"giving people a set of rules to follow, which means people don't have to be quite as skilled."*

> **"Taking autonomy away from people and not trusting them is what tends to knock them off their motivational and engagement baseline."**
>
> Professor Andy Charlwood, University of Leeds

It is easy to see how this could be attractive to schools with an inexperienced workforce, thus giving greater control over teaching and learning. However, as Dame Sue John argues, this 'quick fix' is only a short term response.

> **"Establish non-negotiables for their particular set of circumstances. Beyond that you have to give people autonomy to develop own lessons/own teaching."**
>
> Dame Sue John, Executive Director, Challenge Partners

Autonomy in MATs

Adrian Rogers, CEO of Chiltern Learning Trust explained that he too has been drawn to a version of Google's 20%.

"I did like that 80/20 model. We talked long and hard in the Trust. We talked about how we could utilise that philosophy. I will revisit it in a year or two years' time when the schools are in a slightly different place."

Rogers outlined what he considers a "watered down version of that" from one of his previous schools - a flexible curriculum model that allowed staff to volunteer to offer subjects to pupils in Years 7 and 8 that were not part of the official curriculum. Children benefited from a broad curriculum and staff were given the opportunity to share some of their subject based passions.

"We used to ask people what they would contribute. We used to say what can you bring? If you have a love of philosophy or archaeology can you offer that? We did some science modules, we did some engineering modules. We did dance and drama because we didn't do them as key stage 3 subjects. We got an outstanding curriculum in three consecutive Ofsted [inspections] . Children and parents loved it."

He goes on to argue:

"I think we're finding, the better the school, the more autonomous the teachers are. If I'm honest… We're not an oppressive trust like a centralised trust might be. The schools are fairly autonomous. Teaching and learning is looked after by the heads. What they do, as long as outcomes are fine, is down to the heads."

He also outlined the dangers for MATs that squash autonomy, especially for leadership teams.

"The heads want to go because they feel they are told what to do. Good heads and good leaders will just go if you dictate to them."

Ideas for increasing autonomy in schools

- **Outline an important problem that exists for the school or a department and give staff time and resources to solve it in their own way.**
  - This could be over a series of twilight sessions or on insets throughout the year
  - Allow staff to bring together their own teams to investigate solutions
  - Some schools might prefer to let staff themselves identify problems.

- **Provide resources to improve technical skills of staff so they are better equipped to make clear undirected decisions**
  - Time
  - Funding for further study, masters for example.

- **Allow staff to experiment and trial their findings on a small scale within and beyond their own classes or areas of responsibility.**

- **Implement staff's proven innovations to make it clear that their thoughts and efforts are valued**

- **Consider a more diversified curriculum which will allow staff to offer learning experiences which fit with their passions whilst developing students.**

4.4 EFFECTIVE USE OF PERFORMANCE MANAGEMENT

Performance management has two primary purposes, firstly to evaluate how employees are doing against organisational targets and, secondly, to secure continuous improvement at an organisational and individual level.

4.4.1 Lessons from business

Across both private and public sectors, performance management has become more data and technology driven in recent years. Companies are using online management tools that record performance management information and goal setting. However, it is difficult to quantify how much of a difference this increased focus on data is making to organisations according to Professor Andy Charlwood:

> " There is a big question around whether organisations can use this technology effectively… how organisations rank and rate talent can be problematic"
>
> Professor Andy Charlwood

A Study on the state of performance management by Sibson Consulting and the HR organisation World at Work[xx] surveyed senior HR professionals and found that over half of them had major concerns about the effectiveness of their performance management system. Less than half felt the system helped their organisation achieve its objectives and an overwhelming majority had concerns related to staff trust. Three key questions to consider in order to ensure performance management works fairly and meaningfully are:

1) How objective and consistent are reviewers' judgements across the organisation?
Managers can be idiosyncratic in how they rate people. For example, some are willing to give top ratings, others not. Meanwhile, both actual and perceived favouritism and cronyism can have a pernicious effect.

2) How regularly is feedback given and received?
In many organisations, feedback is an annual (or at best biannual) process but this is often insufficiently timely.

3) What measures are used to rank effectiveness and are they meaningful?
In schools, exam results are often used as a key performance measure for teachers but they are not the only way for teachers to add value to a school. Meanwhile many schools use lesson observations as a means of deciding upon the quality of a teacher's teaching, yet research by Durham's Professor Robert Coe (Coe, 2014)[xxi] has revealed lack of reliability in graded lesson observations. This is reflected in the fact that Ofsted no longer requires individual lessons or teachers to be graded to determine the quality of teaching.[xxii]

> **7 out of 10 senior HR professionals felt that their employees did not trust their performance management system**
>
> (Sibson Consulting , 2015)

Fairness and objectivity

> " **Performance management as practiced by most-organisations has become a rule-based, bureaucratic process, existing as an end in itself rather than actually shaping performance."**
>
> Lazlo Bock, Google

One way to guard against unfairness is to increase standardisation. Companies like Google have successfully trialled approaches involving multiple raters in a 360 degree system[6] as well as using moderation meetings with line managers.[xxiii] As Professor Charlwood explained, *"If you want to get really good quality data you have to put a lot into it."*

Other high profile companies like Adobe,[xxiv] Expedia, Motorola, Microsoft and the BBC[xxv] have responded to the problems of performance management entirely differently, by abolishing their traditional practices and moving to more informal feedback systems.

This requires significant training and development for managers and those with performance management responsibilities - not just in how to use systems but also how to have professional conversations that draw out staff's expertise and motivations, as well as effectively reviewing what they have done and how they affect the business.

Frequency

Receiving regular and timely feedback can prompt greater self-awareness and improved staff performance, ensuring performance management better achieves its developmental function. Deloitte, for example, realised that all of its best performing teams received regular, rather than yearly feedback. In 2014 it therefore replaced its annual review with a weekly 'check in' between each team member and their team leader.

Case Study: Deloitte

In 2014 an internal survey revealed that more than half of executives (58 per cent) at Deloitte believed *"their current performance management approach drives neither employee engagement nor high performance".*[6]

Deloitte found having regular individual check-in conversations with team members was a common practice amongst its best leaders. These conversations were brief but were used to provide feedback and coaching on recent work and discuss the upcoming week.

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[6] In 360 degree systems, staff receive feedback from a range of colleagues at different levels of the company's hierarchy, both above and below them

4.4.2 Implications for schools

The introduction of performance related pay (PRP) in state maintained schools in 2014 made performance management more high stakes than it had ever been before. Nearly half of teachers think that their school's PRP policy is unfair[xxvi] and this holds for teachers whether or not they have been denied a pay increase. One concern around PRP, highlighted by The Work Foundation, specifically in the public sector, is that it reduces staff's intrinsic motivation to do well.[xxvii]

> "*Performance management is often euphemistically used as a way of getting rid of people. That's a problem. The development of people is the responsibility of all employers*"
>
> Edward Wild, Wild Search

There can also be a direct conflict with the developmental dimension of performance management since if staff are focused on justifying their performance to secure pay rises, the developmental element can be lost. Recruitment expert, Edward Wild, particularly highlights the problems that ensue when Performance Management becomes a high stakes process on which staff's career depends: Few schools would be brave (or fool-hardy) enough to completely remove their performance management systems in favour of informal on-going feedback and there is evidence to suggest that effective goal setting does improve performance (Locke and Latham, 2002).[xxviii] However, schools can take a number of steps in order to establish a fairer system that helps develop staff and manage talent.

Case Study: Adobe

In early 2012, Donna Morris, senior vice president of human resources at Adobe systems wrote internally to staff saying:

"It's time to think radically differently. If we did away with our 'annual review,' what would you like to see in its place? What would it look like to inspire, motivate, and value contributions more effectively?"

By the end of 2012, after consultation with staff, the performance management process had been completely redesigned.

There is now no annual review. Every three months an informal discussion is held between a manger and each of their reports. This discussion has no paper work but has to cover three topics: expectations, feedback and growth/development.

Crucially, the restructure was supported by training sessions for managers about how to structure and conduct these conversations. Adobe also created an online resource centre for making the most of the check-ins. Two years later Morris said:

"It completely changes how employees feel about their jobs and opportunities. Feedback is now viewed as a gift."

Adobe also saw 30% fewer employees resigning. Adobe have found that this format makes employees feel more empowered and helps them own their career development.

Ideas for Reforming Performance Management in Schools

- **Completely split the two functions of performance management: evaluation of performance and people development, for example by:**
  - Having two separate conversations at different times of the year.
  - Holding the conversations with a completely different person - not direct line managers but instead a group of people across one or a group of schools who are specially trained to have developmental conversations.

- **Ensure feedback about performance is from a range of sources, not just the line manager but also peers and direct reports, for example using a simple 360º feedback process.**

- **Improve fairness using a calibration process/discussions between middle and senior leaders across the school (or schools) to ensure consistency.**

- **Provide an entitlement to a regular (at least termly) 1-2-1 discussion about performance or development for all staff (not just TLR holders).**

- **Introduce mechanisms that allow staff to be recognised for and develop in ways that add value to the school community even if they offer less tangible outcomes than exam results.**

4.5 IDENTIFYING AND DEVELOPING HIGH POTENTIAL STAFF

High potential staff are those that organisations recognise as having *"the ability, organisational commitment and motivation to rise to and succeed in more senior positions in the organisation"* (Campbell and Smith, 2014). Typically they are viewed as potential future leaders but this need not necessarily be the case. Google recognises that not all technically skilled people wish to become managers of others so they have clear routes of progression that allow engineers to stay technical but still gain recognition. Other organisations have also taken this approach:

> **" High potential staff "may not wish to advance in terms of their status or position but are identified as people we want to invest in. They are a talent, they've got skills they've got knowledge, whatever it might be. We still want to develop them."**
>
> Brian Groom, National Offender Management Service (NOMS)

4.5.1 Lessons from business

Whatever the definition of 'high potential individuals' it is important to understand these individuals' desired trajectory and preferences. In a survey of high potential staff across a number of organisations, The Centre for Creative Leadership,[xxix] found that high potential staff identified a number of things that would increase their commitment to their organisation

- Clear career path options with next steps identified
- Greater authority to make decisions and have an impact on the organisation
- Formal identification as high potentials.

Staff who feel they have been formally identified as high potential, via internal processes that officially name and notify them, have a higher likelihood of staying with their organisation. According to Campbell and Smith (2014):

> *"Greater levels of commitment mean talent is more likely to stay with the organisation and greater engagement means talent is more likely to be energized, satisfied, and productive in their work."*

Positive feedback and informal recognition of an individual's value, by a boss for example, is not the same as being officially recognised as a high potential member of staff. As Campbell and Smith explain *"informal recognition alone may not be enough to convince employees that they are part of the organisation's long-term plans."*

Beyond recognition, organisations respond to high potentials in various ways, ranging simply from specific special assignments to increased freedom and flexibility. Some organisations also attach high potential members of staff to more senior members of staff outside of their normal area of responsibility. They can then work on a project together, building on their interests and benefitting the organisation.

> **77% of high potential staff felt that formal recognition was important.**
>
> **Formally identified high potentials were less than half as likely to be looking for jobs compared to other staff**
>
> (Campbell and Smith , 2014)

How high potentials are treated differently in different organisations (Campbell and Smith, 2014)

Category	%
Visibility and access	23%
Special Assignments	21%
Training	16%
Greater Responsibility	13%
Promotability and Rewards	9%
More Opportunities in General	8%
Freedom/Flexibility	6%
Miscellaneous	5%
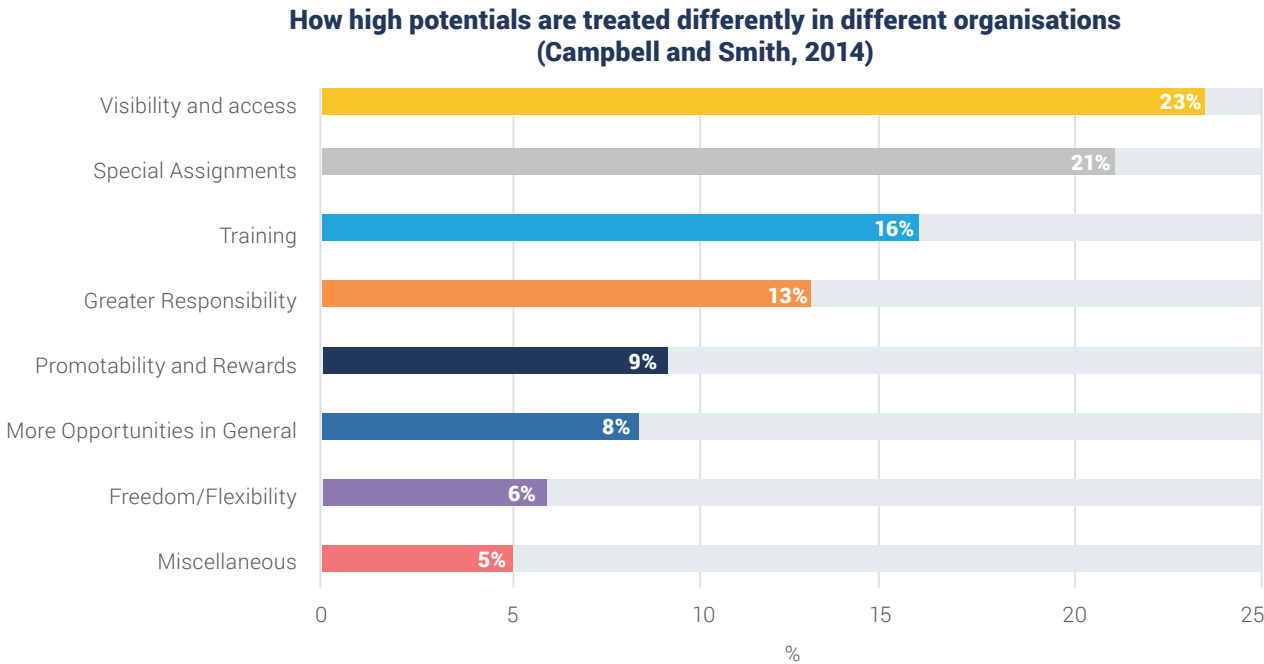
Case Study: The National Offender Management Service

National Offender Management Service recognises high potential people via their annual appraisal with anyone marked as 'outstanding' (the top category) receiving the designation. Brian Groom, Regional HR Business Partner for NOMS explains:

"We have a number of different processes throughout the year where people might be nominated for formal awards or recognised for something. Those names are captured and it almost provides a wish list at the end of the year for people that have come to prominence in that 12 months... Once people become 'ones to watch' we inform them"

"We try to get away from it being something that's elitist. Only for the senior team or only for managers. We try to recognise that people at any level in any role may have the ability and the competency and the willingness to move on and develop."

"There is a cycle for looking out for it. The national and regional talent management leads mean that people are nudged to do it when the time is right."

4.5.2 Implications for schools

If schools want to better recognise high potential staff they should do this via a transparent and well publicised process with clearly set out ongoing development opportunities. Doing this can prevent backlash and accusations of favouritism from other staff as well as some of the risks of conscious and unconscious bias. The identification process should also be ongoing and open to staff regularly and throughout their career.

Some schools approach this process by enrolling staff on long term development courses such as those run by Ambition School Leadership (formerly known as Future Leaders and Teaching Leaders). However, such programmes are often accessed by staff already several years into their careers. Newer teachers may therefore be left out.

Such programmes can also be management focused and this may not be all teachers' preferred route. Schools should therefore avoid neglecting those who are or show potential to become "expert teachers". Using Hattie's (2003) definition[xxx] expert teachers can be defined as those who have an in depth understanding and knowledge of their teaching subjects and can:

- guide learning to positive surface and deep outcomes;
- effectively appraise learning and give feedback that guides students to progress;
- influence the more attitudinal side of learning (such as developing self-efficacy)
- can demonstrate evidence of their teaching's positive impact on student learning.

For teachers like this who wish to remain, or become, expert practitioners schools could offer access to clear progression and development routes such as an Institute for Advanced Teaching[7] as proposed by Hood (2016).[xxxi]

Development for high potentials need not be a solitary pursuit and should include a responsibility to develop others around them. This might involve challenging assignments. Dame Sue John, for example, suggests that high potential staff should be channelled towards specific projects in which they can work with other colleagues. She argues that this can in turn foster a collegiate and collaborative approach.

> " Provide opportunities for people to lead as early in their career as they possibly can... They need to be able to manage upwards and not just be managed downwards"
>
> Dame Sue John, Challenge Partners

In 2014, after the abolition of national curriculum levels at key stage 3, one secondary school gave a self-selected group of motivated teachers the opportunity to research, trial and recommend to the senior team a replacement assessment system. Other schools give high quality teachers training to become an effective coach or mentor to aid others' professional development. Meanwhile, others provide opportunities for sabbaticals which can be spent undertaking research abroad or writing books that can later feed into professional practice.

Tapping into high potential staff

- **Be clear and transparent about what being a high potential staff member means in your school**
  - Have clear and transparent processes for identifying such members of staff.
  - Ensure staff know that their potential has been recognised.

- **Create a mutually beneficial relationship between your school and talented staff including:**
  - Regular opportunities to impact the school in interesting and meaningful ways.
  - A clear internal development path (this could be skill development as well as promotion).
  - Letting staff devise and run training in their areas of interest.
  - Providing opportunities to mentor new or less experienced staff.

[7] This proposal is now being bought to life as the Institute for Teaching- launching in 2017.

4.6 ATTRACTING THE RIGHT NEW PEOPLE

Whilst our focus thus-far has been on making a school attractive to existing staff, this process is deeply intertwined with its flip-side: attracting new staff. However, too often, recruitment is seen as the first step, instead it could be argued that if schools get things right with their existing staff, additional staff will follow. Existing staff form a template for how new recruits believe they will be treated and a framework for them to fit into.

4.6.1   Lessons from business

There was a time when Google was a tiny start up and not well known. Many of the early employees took pay cuts to join and it was competing in the search engine market with established players such as Yahoo, AOL and Microsoft. As such they could not impress with the usual extrinsic rewards like pay *"We had to impress and inspire candidates, and convince them that Google had something special to offer".[xxxii]*

The recruitment organisation TMP builds on this approach by helping organisations across different sectors to attract staff based on what they call their "employer brand." This involves defining an organisation's aims and its specific customer base and the particular context that it operates in. It then recommends that organisations interact with potential staff who will be specifically interested in this. This process often begins long before a vacancy exists and could continue after it is filled.

Many organisations make much of hiring very intelligent people, based on their university degrees or previous experience. However Gladwell (2002) warned against this "talent myth"[xxxiii] outlining that intelligence alone is not enough to predict success at a job or indeed that clever new employees will make the best or most ethical decisions overall for their companies. Bock (2015) has clear advice here arguing that great hiring is not just about getting the biggest name or best sales person or equivalent.

> " Superb hiring is about finding the very best people who will be successful in the context of your organisation and who will make everyone around them successful."
>
> (Bock, 2015)

Professor Andy Charlwood notes that organisations are increasingly focusing on "telling better stories about themselves." This might include how they came to be, their evolution, why they believe what they do, and why they act how they do. These stories help them connect with customers, investors as well as future employers. Paul Smith a former director of market research at Proctor and Gamble, believes this is because *"People want to be part of something bigger than themselves. A nameless, faceless corporation with no real purpose, no story, is not an inspiring place to be."* [xxxiv]

Deloitte's (2016) research suggests that millennials especially will choose and remain at companies whose values match their own so how companies communicate their story and values is important. Vivobarefoot (a foot ware company), and Innocent Smoothies are examples of companies that have made an effort to develop a very clear story. Innocent is also an example of an organisation that capitalises on the crucial 'recommendation effect' by having pre-recorded videos of existing staff members talking about their roles and what they enjoy.[xxxv]

4.6.2 Implications for schools

Word of mouth is the most powerful form of advertising. In business, companies such as Ernst and Young report that close to half of their new recruits come from employee referrals. [xxxvi] If employers manage existing talent well and ensure staff are happy, fulfilled and challenged then much of the job of recruiting new staff is made easier. As Professor Charlwood explains: teachers are always meeting other teachers, those they train with, those they meet at conferences or through work with other schools. An effective approach to talent management can therefore ensure that teachers talk positively about the place they work. This lays the groundwork for recruitment when vacancies do arise.

> **" Lots of teachers are friends with other teachers. They've got social networks. If people are working in a school they really like, that word of mouth thing is really powerful. Probably more than anything else"**
>
> Professor Andy Charlwood

Marketing and brand development also have a role to play. Penny Rabiger, an experienced business development manager for companies such as Challenge Partners and The Key, outlines that good marketing can serve several functions and that if schools can *"articulate and broadcast widely the culture, ethos, CPD opportunities, and the high-quality education to be gained there, you can recruit and retain staff as well as families wanting to send their children to the school."* [xxxvii] Simon Hepburn of Marketing Advice for Schools suggests schools will find it easier to recruit if they offer more flexible recruitment methods and plan properly ahead. He argues that *"Schools that are developing strong employer brands, and academy trusts that are taking on industry-standard recruitment methods, are going to be the winners".* [xxxviii] Whilst competitive talk of 'winners' and 'losers' may be troubling in the context of schools, prioritising recruitment, retention and talent management holds the promise of improving the environment for teachers across the system.

Underutilised recruitment opportunities

Marketing Advice for Schools undertook a small scale (n=29) online survey of schools to understand how they approached recruitment. Many were sticking to traditional methods such as advertising in national media. However, most did not use the following approaches, despite these being common practice in other sectors:

- **Internal research to understand what made the school a positive place to work**

- **Written or video case studies of teachers**

- **A dedicated career section on the website – not just a list of vacancies**

- **Advertising via existing relationships**
  - Staff/parent social media
  - School newsletter

- **Offer flexible interview times and dates**

- **Pay all interview expenses**

- **Encourage speculative applications**

Source: School recruitment survey 2016, Marketing Advice for Schools

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> **" If you can sell the challenge to people, they will buy it. You need to sell the challenge and what value you can add to that"**
>
> Dame Sue John

Work by the Behavioural Insights Team suggests [xxxix] that direct marketing to an already interested audience can boost recruitment. Language should be carefully targeted towards potential recruits' likely motivations. For example, schools in challenging circumstances may be drawing from a limited pool of candidates mainly made up of those who are particularly open to or seeking a challenging role. Adverts that emphasise the challenge in a positive way may therefore be more effective in such contexts.

> **Adverts presenting a teaching vacancy as a challenge had better click through rates than those presenting the social impact**
> (Behavioural Insights Team, 2015)

Barriers to entry should also be minimised – Adrian Rogers, CEO of a MAT, explained that he encourages HR managers in his trust to take a flexible approach when recruiting to shortage subjects and to offer early interviews where possible.

Attracting the right people

- **Understand what your school has to offer new teachers and what makes it unique**
  - Talk to existing staff and students about why it's a good place to work and be in day to day (improve major things they don't like)
  - Communicate this clearly

- **Know and clearly communicate your school's story and ongoing journey to prospective teachers on an ongoing basis**
  - A dedicated careers sub section of your website with staff stories (written and video)
  - Social media channels

- **Encourage staff referrals and be the kind of place that staff would recommend to others**

- **Make use of all existing connections when advertising including staff and parents social media**

- **Treat attracting good staff as an ongoing process that can happen outside of your tradition recruitment cycle**
  - Constantly be communicating good things about your school
  - Always be on the lookout for good people

5. Conclusions and recommendations

There is a growing recruitment crisis in schools and 'The Talent Challenge' has outlined the fact that these conditions are likely to worsen in the next five to ten years.

5.1 The national picture

- Pupil numbers are forecast to rise at primary and secondary level.

- The secondary pupil population for 2025 is set to increase by half a million more pupils than recorded numbers for 2015. An increase of 20%.

- 26,500 extra teachers are needed across primary and secondary phases in England between now and 2025 to meet accommodate the rise in pupil numbers.

- Primary ITT recruitment has been overtarget but Secondary ITT is not recruiting enough trainees to become teachers. Only 82% of ITT places were filled against what the Teacher Supply Model required in 2015-16.

- Over 1 in 10 teachers left the profession last year. Wastage rates in 2015 were the highest they had been since 2010 in both primary and secondary phases.

- Of those leaving teaching the proportion leaving for other sectors (as opposed to retiring) is steadily increasing compared to previous years.

- Unfilled vacancies have shown a worrying increasing trend from 2010 to 2015
  - 6.9% of primary schools reported unfilled vacancies in 2015 (4.2% in 2010)
  - 23% of secondary schools reported an unfilled vacancy in 2015 (15.9% in 2010).

5.2 The local picture

Some regions and types of schools will be hit harder than others by the ramifications of the Perfect Storm.
- We predict that secondary schools in Inner and Outer London and the West Midlands and the South East will have future problems with teacher vacancies because secondary teacher numbers have declined from 2010 to 2015 while primary numbers (future secondary pupils) have increased.
- Primary and secondary schools serving the most deprived students will have the most teachers leaving the profession if previous trends continue. These schools will also have more teachers leaving to work in other schools.

5.3 How can schools manage their talent to weather the storm?

Simply bringing in more teachers risks being tantamount to pouring more water into a leaky bucket. Instead, schools should shift to a new mind-set focused on talent management. Such an approach recognises the interconnected nature of recruitment, retention and development. Different strategies will be suitable in different contexts and some of those outlined in this report will no doubt prove more effective than others. However, a greater awareness of some of the practices deployed in other sectors will, we hope, arm school leaders to refine and hone an approach to talent management that works for their school and context.

Recommendations

Understanding and tapping into workforce motivations
- Understand staff's need to feel valued and developed. Provide clear development pathways - especially early in staff's careers and provide mentorship opportunities for staff beyond their NQT year. Mentoring is also a powerful tool for staff taking on new roles
- Frame organisational goals in terms staff's own values and motivations in order to tap into intrinsic motivations, rather than relying on external drivers like league tables and Ofsted.

The importance of autonomy
- Understand that providing staff with opportunities to substantially affect and direct their own goals, working practices and projects is a powerful motivator
- Provide effective training, opportunities and time that will give staff the chance to work on projects of their choosing that positively affect the school beyond their normal role.

Effective use of performance management
- Decouple the accountability and development functions of performance management
- Understand what truly matters to your school (beyond exam results) and find a way to recognise staff who strive to improve that
- Offer high quality frequent feedback that allows staff to develop in a low stakes way.

Identifying and developing high potential staff
- Be clear and transparent about what it means to be a high potential member of staff in your school's specific context.
- Provide opportunities for development and to impact on the school and other staff.

Attracting the right people
- Be clear why people should want to work for you and what your school uniquely has to offer
- Treat recruitment as an ongoing process by communicating what it has to offer wherever possible, even when you are not officially recruiting.

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