



*"If you can believe, all things are possible to those who believe." Mark 9:23*

## **Talent Management Strategy – The People's plan**

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## **Rationale:**

At The Three Saints Academy Trust (TTSAT) nothing matters more than the quality of teaching. The Sutton Trust (2011) is clear in their research that teaching quality has a direct impact on pupil outcomes. Every school needs to recruit, retain and develop the very best teachers to secure the right progress and outcomes for all pupils. No school can operate with teaching staff alone and the support staff/wider community who keep the school functioning are vital. Education is fundamentally a 'peoples' business and every school leader ought to be completely invested in their school's people strategy.

We can achieve this by:

- attracting the very best people and growing our own talent;
- lead and manage people well, so they are loyal and want to stay;
- recognise that workloads are high and find ways of supporting staff well-being, knowing that every individual is unique and planning for this.

If we do this well pupil outcomes and progress will follow.

As we deliver progressive people management practice, we will see tangible benefits and cost savings - including reduced sickness absence, lower staff turnover, and higher discretionary effort as well as better performance. All of these factors directly affect pupils and their learning.

In summary, if we invest in human capital and people management practices, we will drive better performance. We recognise that people are our greatest asset.

## What makes a school a great place to work?



### Mandy Coalter- Talent Architects (2018)

1. Leadership- this is arguably the most important of the 4 areas and heavily influences the others.
2. Climate- it is more about how it feels to work in the school or team, Including the morale, the trust within the team and how appreciated people feel.
3. Culture- what you see happening daily in the schools. If there is a culture of high expectations for all staff and pupils then everyone will achieve, fulfil, and exceed their potential.

## SECTION 1- Developing Leaders

Given the huge impact leaders have on culture, climate, and discretionary effort, investing in their leadership skills is an absolute must. Develop people and hold them to account.

### How we do this at The Three Saints Academy Trust?

Associated document: [Three Saints 'Succession plan' Overview and Staff development tracker](#)

### Coaching and Mentoring

At the 3 Saints we are committed to **Coaching and Mentoring** as a supportive way of developing leaders, as well as classroom teachers and support staff. This includes **TRGs (Teacher Research Groups)** and lesson study approaches to exemplify expectations and share classroom practice.

**The CIPD states that:** *'Coaching and mentoring are development approaches based on the use of one-to-one conversations to enhance an individual's skills, knowledge or work performance'.*

**Coaching-** non-directive in its approach, the coach does not attempt to offer wisdom, experience, or advice. Instead, the coach uses appropriate questioning techniques to support individuals to think for themselves to reflect and refine appropriate action. Often used with more experienced staff or staff at a senior level.

**Mentoring-** an experienced colleague shares their knowledge to support the development of others. Often used with ECTs and lesser experienced staff or middle leaders.

The two approaches can be interchangeable when required depending on the situation.

## SECTION 2- Recognising and valuing employees

How we recognise, reward and value teachers and other employees will have a significant impact on their engagement.

***Daniel H. Pink (Drive, 2019) states; There are 3 essential elements to enhance intrinsic motivation:***

1. *Autonomy- the desire to direct our own lives*
2. *Mastery- the desire to get better at something that matters*
3. *Purpose- the yearning to do what we do in service of something bigger than ourselves*

**How we do this at The Three Saints Academy Trust?**

**Associated document: [Benefits of working at The Three Saints Academy Trust document, Flexible Working Policy and Well-Being Policy.](#)**

## SECTION 3- Diversity, Inclusion and Equality

**The CIPD (2018) states:** ‘...it is vital to have an inclusive environment where everyone feels able to participate and achieve their potential. While UK legislation- covering age, disability, race, religion, gender, and sexual orientation among others- sets minimum standards, an effective diversity and inclusion strategy goes beyond legal compliance and seeks to add value...to employee well-being and engagement’.

**Diversity is** where difference is recognised and emphasised, but not actively leveraged to drive organisational success. There is acknowledgement of the benefit of having a range of perspectives in decision making and the workforce being representative.

**Inclusion is** where difference is seen as a benefit to use, and where perspectives and differences are shared, leading to better decisions. An inclusive working environment is one in which everyone feels valued, that their contribution matters and they can perform to their potential.

**Equality is** where everyone is treated equally without discrimination. Fairness, respect, and inclusion.

**It is important at The Three Saints Academy Trust that we have an aligned understanding of what we mean by Diversity, Inclusion and Equality, does everyone agree and understand this starting point?**

### **Considerations:**

- To treat people how ‘*you*’ would want to be treated is gold standard. Treat people how ‘*they*’ would want to be treated is platinum standard.
- Are we too reliant on a compliance model i.e., treat everyone the ‘*same*’ this could be an issue and lead to discrimination. Treat everyone ‘equally well’ and there is a good chance we will then treat people differently. This requires flexibility and could be a preferred option. ‘Be your best self’ and do ‘your best work’.
- It is important to ‘fit together’ rather than to ‘fit in’.

### **Staff policies to ensure a clear focus on:**

- Opportunities for all
- Consider language used in adverts when recruiting, retaining, and developing staff
- Staff induction- clearly communicated

## SECTION 4- Developing people and nurturing talent

At The Three Saints Academy Trust (TTSAT) we believe that the development of people is fundamental in being a great school (employer). The research evidence is clear that a professional development culture has a clear impact on pupil outcomes. Staff development is considered vital to securing great pupil outcomes.

### **CPDL investment is focused on 4 outcomes:**

1. Delivering better outcomes for pupils.
2. Developing staff to thrive by challenging themselves to increase competency and capability.
3. Being a great employer- engender loyalty and build sustainable talented workforce.
4. Embedding a culture of curiosity, innovation, and continuous improvement.

It is important to ensure investment in high quality CPD is systematic, focused on need, aligned to school improvement, and properly evaluated. So, **what makes good CPD?** (Reference DFE CPD standards, NCETM Quality Mark standards, Leadership Matters/The Teacher Development Trust)

1. The duration and rhythm of effective CPD support requires a longer-term focus.
2. Participants needs to be carefully considered. Not 'one-size' fits all model.
3. Alignment of professional development processes, content, and activities.
4. The content of effective professional development should consider both subject knowledge and subject specific pedagogy to achieve the full potential, with clarity around learners' progress. In addition to content and activities to support teachers understand how pupils learn.
5. Inclusion of explicit discussions, experimenting and testing ideas in the classroom and analysis of, and reflection around the evidence and relevant assessment data.
6. External input from expert providers and specialists in their field. Acting as coaches and/or mentors, providing support through modelling, observation, and feedback.
7. Empowering teachers through collaboration and peer learning.

At The Three Saints Academy Trust (TTSAT) we believe that powerful leadership around professional development is pivotal in defining staff opportunities and embedding cultural change. School leaders should not leave the learning to teachers (and other staff), they should be actively involved themselves.

It is important that we are clear about the difference between 'performance' and 'potential'- consider: What motivates people? What are their aspirations?

We will use **Mandy Coalter's Talent Management Loop** when considering how TTSAT manage talent across the organisation:

1. Attracting talent- how we market the Trust to be a 'great' place to work- what are the benefits?
2. Developing talent- bespoke CPD, an integral part of our Trust.
3. Managing talent- reviewing succession plans and ensuring that talented people can access school development (when and how it suits them and the Trust) and promotion.

4. Tracking and evaluating talent management – using both qualitative and quantitative data. Examples to include staff turnover, exit interviews and staff survey feedback.



## SECTION 5- Managing workload and creating a culture of well-being

At TTSAT we see staff well-being as a priority. We see the benefits as being increased productivity, improved performance, higher employee engagement, strong recruitment and lower absenteeism and staff turnover.

### Tackling teacher workload and creating a culture of well-being by:

- Managing expectations in terms of communication (volume of emails and duration/timings of responses), marking and feedback policy- [see DFE guidelines and policy statement](#).
- Planning- time management. Annual calendar of activity- to spot pinch points throughout the year with considerations given.
- Developing resilience.
- Helping people to cope with the juggling act of life- [see benefits of being part of the Trust document](#).

### Flexible Working- [see Trust policy](#)

- Part time working- less than full time hours or fewer hours
- Job Share- 2 people do the job and split the hours
- Home working- occasional home working can be an option based on task

NB: all the above should be negotiated based on individual circumstances of person requesting the arrangement and the school accommodating.

## **SECTION 6- Induction Process- see Trust Induction Handbook**

### **The CIPD provides the following useful induction essentials checklist:**

- Pre-employment- ensuring all checks are in place and providing information on conditions of employment and information on the school.
- Health and Safety and compliance- in addition to basic Health and Safety issues such as emergency procedures, fire drill and first aid, this should cover safeguarding procedures and data protection.
- Facilities and IT- how things work practically in the schools (buildings) from accessing the car park and IT systems training, to staff room and passes to enter the building etc.
- Organisation information- who does what, and policies and procedures.
- Culture and values- what is the schools (Trusts) purpose, vision, and values? What is the school's expectations of its staff?
- Benefits- the employee benefits on offer such as flexible working, rewards, CPD and well-being.
- Role specific information- the job requirements, expectations of the line manager, the team the role fits in to, the pupils/customer/stakeholders.
- Learning and development- how appraisal works, schools' approach to CPD, programmes on offer and career pathways and management.
- Access to staff feedback via survey's, annual interviews and exit interviews.

***The standard you walk past is the standard you set!***

***Leadership, Relationship and Culture are the most important***

**Leaders** play a crucial role in setting the culture and climate of a school and in managing relationships. The very best schools view all members of staff as leaders and invest in developing the leadership skills of everyone in the school.

**Use of language within the Trust:**

- Change Performance management to 'Performance development' reviews.
- Change Workforce audits to 'Job satisfaction' conversations
- 'now that rewards' given instead of 'if then...'
- Use 'consider' and 'could' rather than 'must' or 'should' – this gives people guidance and support without being directive.

**Performance Development Reviews- CONSIDER:**

Involve members of the team in setting appropriate goals rather than determining these from the top and applying them to everyone. Research shows that individuals are much more likely to engage when they feel they have a role in shaping their goals. Goals that are focused on developing mastery and related to professional development are particularly important.

**Goals may include:**

- The progress and attainment of their pupils (as a result of forensic analysis of data/other associated information)
- Their professional development and pursuit of mastery.
- Their contribution to extra-curricular activity.
- Their contribution to the team.
- A research project or piece of work that impacts on the school i.e., NPQ related.
- Coaching and mentoring others to enhance their motivation and performance.
- Their contribution to CPD in the school and development of others.
- Their impact on student and parental engagement. May link to the wider community and civic responsibility.