**TOP TIPS FOR RETAINING YOUR BEST TEACHERS**

**Some practical suggestions from headteachers**

**ALL TEACHERS:**

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| **Strategy** | **Working conditions/perks** |
| **Career Development**Invest in a clear bespoke CPD programme, setting out a probable career structure. Provide regular developmental career discussions as well as effective Performance Management.Actively look for opportunities to provide career development opportunities – including outreach work within consortium/TSA/MAT etc or possible secondments.Avoid pigeon-holing staff eg Y6/Y2/SENCoProvide trained in coaching techniques – and opportunities to coach and be coachedMonthly leadership development sessions – rather than just school business**Workload**Work as a cluster/consortia/MAT on strategies to reduce teacher workloadExplore all ways of reducing the marking and planning burdens – make sure the job is manageableStreamline assessment systemsProvide time off in lieu of extra meetingsGuarantee PPA timeExamine the efficiency and frequency of meetings – is this the most efficient approach for all items on the agenda? Staff meeting when absolutely necessary. Use staff meeting time for data inputEnsure timescales for completed work etc are realistic/manageableEmploy high quality support staff and invest in their CPD Provide additional PPA time (whole day) together for teachers to plan each half-term unit of workEmail ban at the weekend**Financial Incentives**Consider retention allowances – setting these against the cost of recruitment **Ethos/Trust**Be an effective listenerProvide effective peer supportEstablish good communication systems in schoolWork hard at creating a positive atmosphereCreate a balance between positive, creative energy/excitement/innovation and stability/predictability/safe routines Be careful about the number of new initiatives the school takes onHave research days/projects – which are invested in and highly valued Give teachers time to implement policiesAgree expectations with staff rather than imposing themLesson observations/dips in proportion to needConsider PPA at home – some or all of the timeGiving teaching & non-teaching staff time togetherOccasional working day at home for SLTSLT absorb the pressure for teaching staffBe so approachable that a teacher can request additional time and/or support if they are struggling with workloadImprove morale by ‘little gestures’ – noticing things, birthday cards, taking a personal interest in parts of teachers lives beyond school  | **Equipment/comfort**All staff laptop/ipadA comfortable, well-equipped, welcoming staffroomA separate quiet space for PPA timeWell-being initiatives eg Staff massage, spa days, well-being days, Establish a well-being working party, teachers to bid for time out of class,**Convenience**Be prepared to provide flexibility of working hours eg for teachers with young familiesGive staff time off to see their own children take part in shows/plays, sports events etcSupport teachers with childcare etc, Be open to job shares and agreeing requests for part-time working**Incentives**Flexible pay policy - staff paid according to skill rather than experienceSupport with housing – use of caretaker house/rented accommodation.Annual gift day’s leave for staff to use as they wishFree health checks, School Counsellor/supervisionOffer small incentives for leading a development project over a fixed term – circa £1K |
| ***Key questions****What is a healthy level of staff-turnover – rather than retention at all costs….10%?**Where is the balance between stability and stagnation?**To the invaluable teacher: What will keep you with us? (asked before they decide to move on)* |

**NQTs RQTs**

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| **Strategy** |  |
| EstablishNQT networks within clusters/consortia - sharing expertise and knowledge, problems and successesJoint INSET with consortium, Positive, supportive culture/tone of the school essentialSupport for NQTs in small schools through cluster approach – partnership – shared sessionsSupport in managing workload – process of learning the jobMaking the most of additional NQT time – half dayNB NQTs generally very negative about the future | Establish a cluster network – continue to invest in them - providing both CPD and mutual support – with a clear agenda and follow-upConsider this for secondary by quadrant or districtMaintain a level of in-school support – interest – not “now you can get on with it”. They don’t know everything – yetShare best practice re maintaining well-being etc |

**HEADTEACHERS**

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| **Strategy****Factors working against retention**Negative pressNational initiative/change overloadAssessment/testingTeacher workloadCommitment to organisation – lack of loyaltyTaking people for grantedLack of promotion opportunitiesBeing poachedDisillusionment**To consider**Proposed retention is an agenda item for every cluster in their first meeting in the AutumnRetention 20 min slot on EPHA agenda? |
| Examining the demands of governance – making sure that they are reasonable/proportionate* Timing and length of meetings
* Committee structure
* Expectations of reporting etc

 Does the HT always need to attend?Flexible working – working from homeConsider enabling headteacher to work part-time when approaching retirementWherever possible establishing protocols to protect HTs from unrealistic parental expectationsDeveloping capacity to address behavioural, child protection etc issuesConsider structural solutions, particularly in small schools – avoiding the necessity for increasing teaching workloadsWork with other HTs to minimise the culture of fear created by OFSTEDDiscuss, share, address the new pressure of forced academisation – being sponsoredMaintain positive messages from LA |