**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/SENCo  Provide trained in coaching techniques – and opportunities to coach and be coached  Monthly leadership development sessions – rather than just school business  **Workload**  Work as a cluster/consortia/MAT on strategies to reduce teacher workload  Explore all ways of reducing the marking and planning burdens – make sure the job is manageable  Streamline assessment systems  Provide time off in lieu of extra meetings  Guarantee PPA time  Examine 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 input  Ensure timescales for completed work etc are realistic/manageable  Employ 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 work  Email ban at the weekend  **Financial Incentives**  Consider retention allowances – setting these against the cost of recruitment  **Ethos/Trust**  Be an effective listener  Provide effective peer support  Establish good communication systems in school  Work hard at creating a positive atmosphere  Create a balance between positive, creative energy/excitement/innovation and stability/predictability/safe routines  Be careful about the number of new initiatives the school takes on  Have research days/projects – which are invested in and highly valued  Give teachers time to implement policies  Agree expectations with staff rather than imposing them  Lesson observations/dips in proportion to need  Consider PPA at home – some or all of the time  Giving teaching & non-teaching staff time together  Occasional working day at home for SLT  SLT absorb the pressure for teaching staff  Be so approachable that a teacher can request additional time and/or support if they are struggling with workload  Improve morale by ‘little gestures’ – noticing things, birthday cards, taking a personal interest in parts of teachers lives beyond school | **Equipment/comfort**  All staff laptop/ipad  A comfortable, well-equipped, welcoming staffroom  A separate quiet space for PPA time  Well-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 families  Give staff time off to see their own children take part in shows/plays, sports events etc  Support 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 experience  Support with housing – use of caretaker house/rented accommodation.  Annual gift day’s leave for staff to use as they wish  Free health checks,  School Counsellor/supervision  Offer 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 successes  Joint INSET with consortium,  Positive, supportive culture/tone of the school essential  Support for NQTs in small schools through cluster approach – partnership – shared sessions  Support in managing workload – process of learning the job  Making the most of additional NQT time – half day  NB 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-up  Consider this for secondary by quadrant or district  Maintain a level of in-school support – interest – not “now you can get on with it”. They don’t know everything – yet  Share best practice re maintaining well-being etc |

**HEADTEACHERS**

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| **Strategy**  **Factors working against retention**  Negative press  National initiative/change overload  Assessment/testing  Teacher workload  Commitment to organisation – lack of loyalty  Taking people for granted  Lack of promotion opportunities  Being poached  Disillusionment  **To consider**  Proposed retention is an agenda item for every cluster in their first meeting in the Autumn  Retention 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 home  Consider enabling headteacher to work part-time when approaching retirement  Wherever possible establishing protocols to protect HTs from unrealistic parental expectations  Developing capacity to address behavioural, child protection etc issues  Consider structural solutions, particularly in small schools – avoiding the necessity for increasing teaching workloads  Work with other HTs to minimise the culture of fear created by OFSTED  Discuss, share, address the new pressure of forced academisation – being sponsored  Maintain positive messages from LA |