

Staff retention and developing talent in your school

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Retention

- Organisations with problems retaining staff experience a number of adverse impacts,
 - the financial (and time) cost of recruiting replacements and paying temporary agency fees
 - Impact on service outcomes
 - Impact on attraction
 - Morale & attrition can become a doom-loop
- We know this imprints on schools





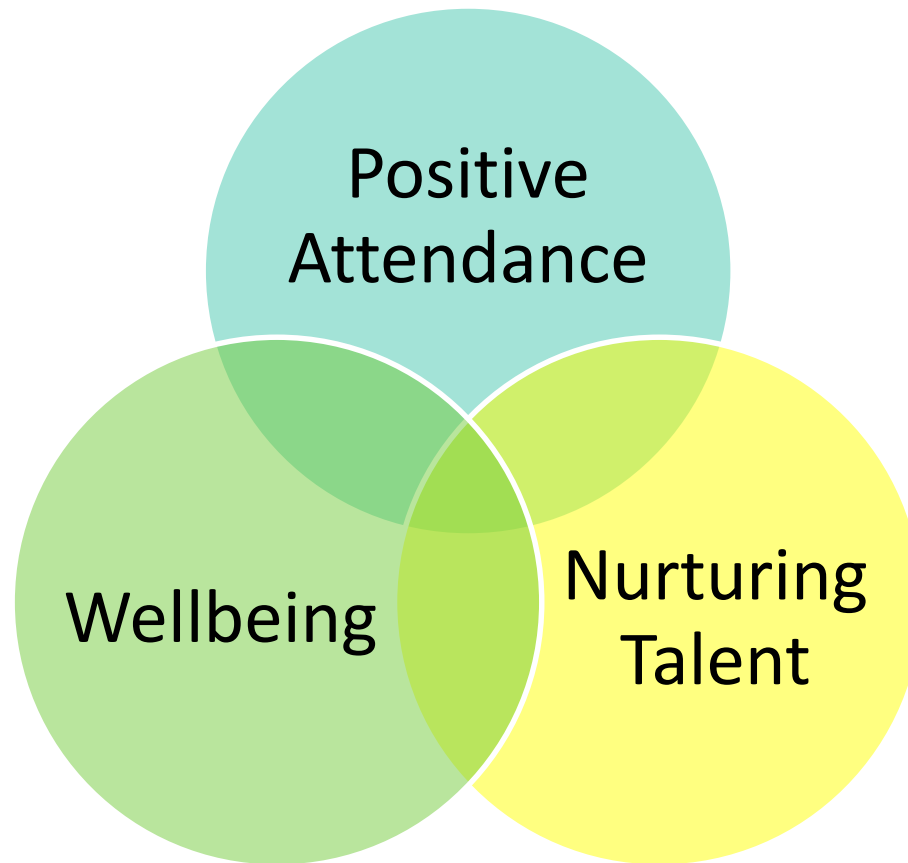
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Food for thought...3 areas for today's session



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High Performing Teams

- Are present – physically and psychologically
- Stay together
- Celebrate efforts and outcomes
- Challenge the status quo
- Are envied from afar

- Something about the culture they create and sustain?

- Self-assessment tool for you to take away
 - What discussions might this stimulate?



What is Organisational Culture

“Organisational culture can be viewed as corporate personality”.

Flamholtz and Randle (2011)

The values, beliefs, and norms which influence the behaviour of people as members of an organisation.

“How we do things round here”



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Encouraging Positive Attendance

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Public Sector Sickness Absence Data

On average, how many days are lost per employee each year in education due to sickness absence?

8.9 days

What is the most common cause of short-term absences?

Minor illnesses (cold, stomach bug) and stress

What is the most common cause of long-term absences?

Stress and mental health



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Hertfordshire schools absence trends

- 2016/17 - 53% of cases referred to HR were linked to sickness absence.
- Year to date 2017/18 - 58% of cases referred were linked to sickness absence.



Why is it important to manage absence?

- Financial implications – sick pay + cover arrangements
- Staff morale/engagement
- Reputation
- Pupil achievement
- Organisational culture
- Retention – valued & missed – top tips



What happens if you get it wrong?

- Protected Characteristic Highest Awards:
 - **Disability - £235,825**
 - Age - £136,592
 - Sex - £81,400
 - Race - £61,459
 - Sexual orientation - £36,433
 - Religion & belief - £18,600
- Teacher awarded £72,000 for his employer's failure to make enquiries about his health upon his return to work following an episode of stress and depression



Organisational culture

- Vision, values and purpose
- Control Systems - policies and procedures
- Leadership priorities
- Line manager behaviours
- Rituals – meetings, events, reporting data



Organisational culture and wellbeing

- Organisational culture can impact wellbeing and attendance both positively or negatively
- The wellbeing strategy should be aligned to the organisational culture you want to create
- High performing teams correlate with low absence
- Wellbeing influences engagement, retention, motivation and attendance levels



What does it look like?

- Led by senior leadership
- Sense of trust
- Valued people feel supported in their roles
- Transparent
- Management relationships
- ‘For you’, not ‘to you’
- Employee understands impact of absence



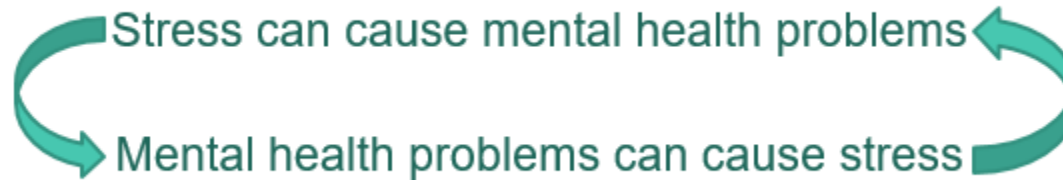
Questions to ask yourself?

- Does my School have a culture that supports wellbeing and high performance?
- How?
- Is this led from the top?
- Are you proactive in intervening?
- Do you manage behaviours or work to change behaviours?
- Do managers take responsibility?
- Do they have the tools they need?



Stress

- Stress is not a Psychiatric diagnosis



- How does support differ for work-related or personal stress?
- If work related, address as soon as possible
- Assess whether the cause of stress can be removed or the individual supported to manage it
- Do you routinely look at pressures as part of a wellbeing strategy?



Top Tips 1

- Keep a paper trail
- Accuracy
- Set clear expectations
- Contact employee in person.
- Keep accurate records



Top Tips 2

- Enforce absence triggers
- Balance compassion with practicality
- Return to work meetings – every time
- Follow your policy



Common Questions

“They are signed off from work but have posted photos on Facebook at a party”

“They’ve not submitted a GP certificate, can I stop pay?”

“Can I meet with somebody if they are citing stress at work?”



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Wellbeing



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Wellbeing

- Covers many areas such as how we eat, sleep, exercise, spend time outside, relax and use spare time.
- Affects our physical and emotional health
- Can actively affect levels of stress and illness
- Contributes to attrition – directly and indirectly (halo)
- In the workplace, now linked as the largest single reason for absence
 - often less easy to quantify for medical practitioners and employers
 - reasonable adjustments less defined than physical ailments to shorten average length of absence





55:

38:

7



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Take a moment to consider

- What is your wellbeing strategy?
 - Do you have a plan as a leadership team
 - Likely to do lots already but is it apparent or defined to champion and celebrate it?
- How do you know its meaningful?
- MoTs for minds & bodies?
- What would your teams feed back to others about “how we do things round here”?
- How are flexible working arrangements supported to assist good productivity vs a achieve a better balance home/work
- What do exit interview trends tell you?



Suggestions

- *-Ensure there is a staffroom to relax in, and leaders role-model take a lunch break.*
- *-Enable staff to eat school lunches at a subsidised rate, which encourages staff to eat, or provide breakfast items like bread for toasting.*
- *-Provide yoga classes for staff once a week.*
- *-Make links with local gyms or exercise classes to provide a discounted rate for staff.*
- *-Communicate well: publish dates of key events/reports/parents evenings, etc at the beginning of the year.*
- *-Manage communication so it is clear but doesn't overload staff. This includes sending out communication at reasonable times.*
- *-Thank staff for their work, perhaps with a postcard, or by buying cake or fruit for the staffroom.*
- *-Create a culture where it is okay to say "I am finding this hard or I am really stressed by this".*
- *-Cultivate a culture which is non-judgmental. Seek opportunities to acknowledge better ideas*
- *-Remember birthdays!*
- *-Talk about wellbeing in team meetings. Have it on the agenda, encourage staff to take it in turns to lead on wellbeing: people could share ideas and tips on what is helping them.*
- *-Set up a mentor/partner system where staff are buddied up and supporting each other.*
- *-Offer supervision: some schools buy in a supervisor particularly for staff who are working with very challenging children.*
- *-Where possible promote or accommodate staff requests, by allowing them to attend their child's nativities, graduations, and suchlike.*



Other links....

- EAP Provider / Absence Insurer – sources of professional support
- HFL Quality Mark programme –
 - School Wellbeing lead
 - Workshop for Staff wellbeing
 - More materials coming over next year
- Exit interview tools, review themes local to your setting





Wellbeing services overview for summer and autumn terms 2018

The Herts for Learning (HfL) Wellbeing advisers offer a wide range of support, training and events for schools, MATs, settings and parents/carers throughout the year, with additional services added to meet demand.

To book onto HfL courses or to find out more, please visit: hertsforlearning.co.uk/booking quoting the course codes. For more information or to book INSET and other Wellbeing services, email: wellbeing@hertsforlearning.co.uk



Anti-bullying and wider safeguarding

HfL staff INSET packages for schools and MATs

Teaching and using Protective Behaviours across the primary school

Using restorative approaches across the primary school

NEW: Active engagement of pupils in anti-bullying: attitudes, roles and behaviours

Healthy and happy playtimes

Effective playground supervision

Anti-bullying policy into practice

Understanding and tackling girl bullying – KS2-4

Nurturing Talent



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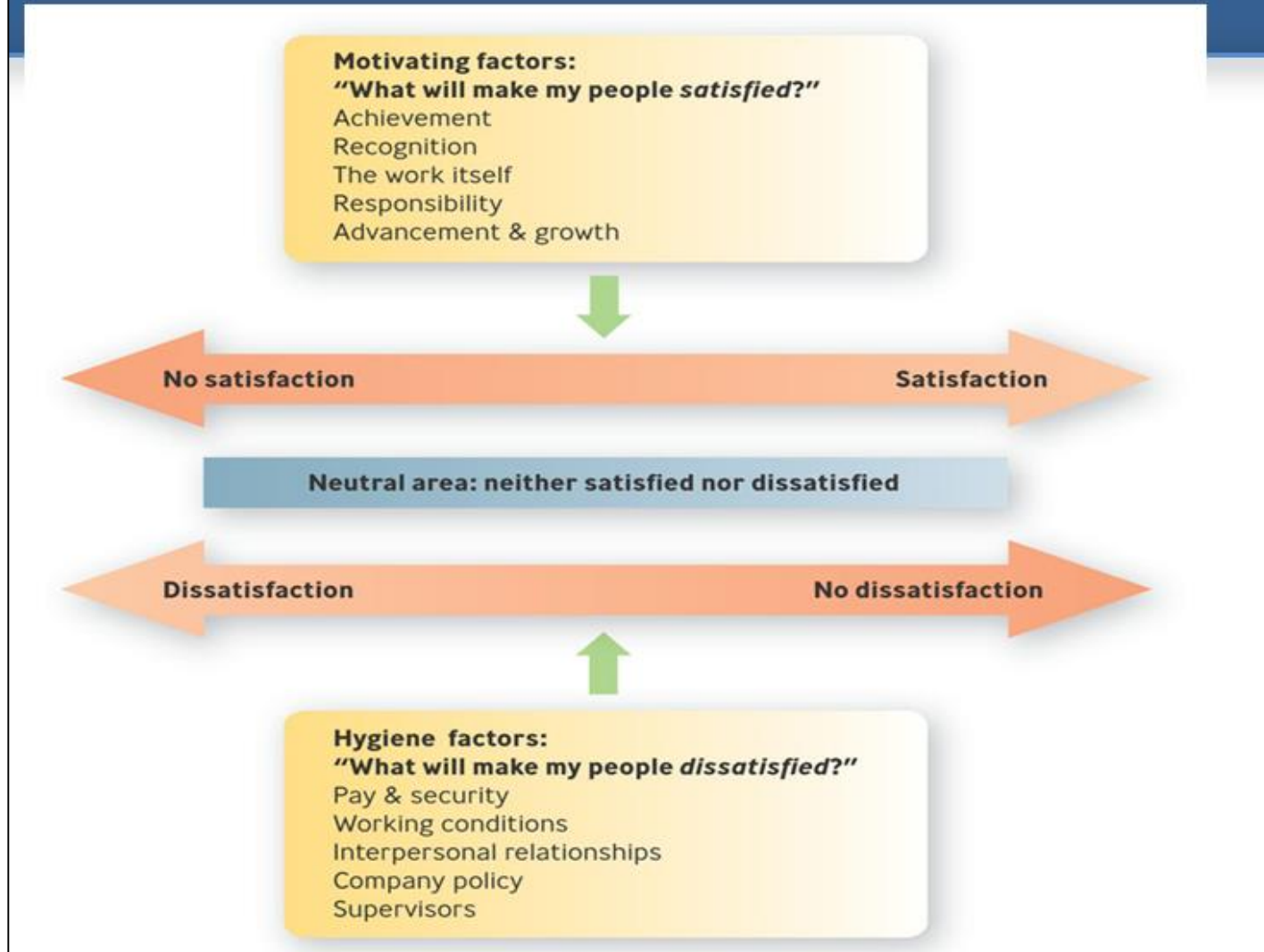


Cited as a key reason for leaving

- In a 2017 DfE study of 1,023 respondents
- “No progression” and “ambition” were cited higher as reasons for leaving than “pay” or “working conditions”
- Matching needs vs wants – on both sides



Herzberg's Two-Factor Theory



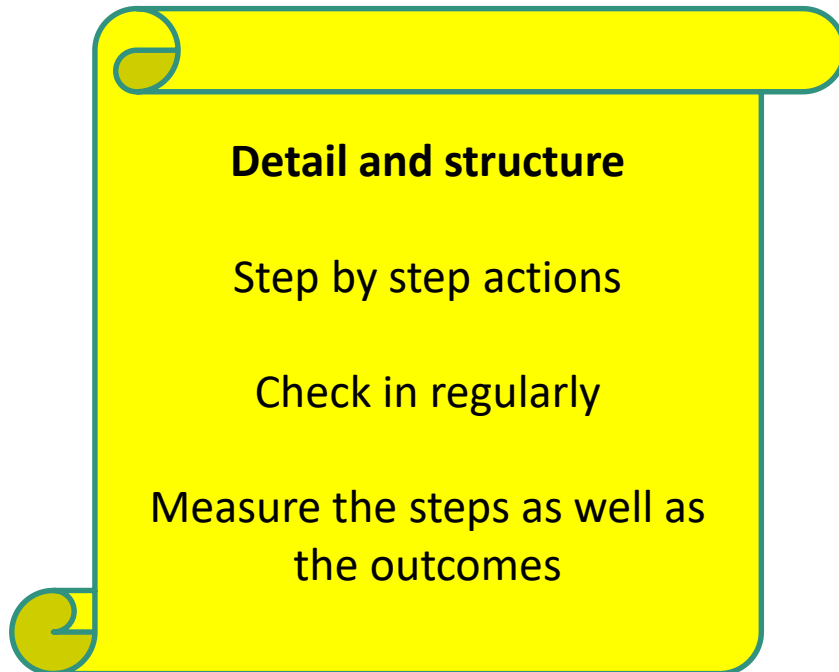
Job enrichment

- Giving the employee a clear meaning of his or her function to enhance satisfaction.
- From a business perspective, satisfied employees are generally more productive and more loyal – a financial gain and a financial saving (of replacing them).
- Reducing repetition of tasks, varying activities to make the time more enjoyable, and improves productivity with self-driven employees.



Tailor development to the individual

**Conscientious but lacking confidence?
Performance not yet established?**



**Highly capable?
Responsible and confident?**



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Suggestions

- Getting Recruitment right
 - Selecting people who are right for the role and the organisation is crucial for improving staff retention
- On-boarding
 - Helping new recruits to feel at home as quickly as possible will improve the likelihood of their staying with the organisation.
- Many employees value training & development opportunities more highly than financial reward,
 - Employers should ensure that they are an integral part of what they offer. What is your USP?
 - Putting in place an effective succession planning process that provides for lateral personal development opportunities and upwards promotion
- Recognition schemes can be a powerful way of motivating individuals and teams,
 - You do need to promote them to ensure that they are effective and meaningful
- Quality and frequency of communication between the employer and the employee
 - Has a direct influence on the employee's engagement with the organisation and whether or not he or she decides to stay.
 - "two-way" communication mechanisms that encourage upwards communication as well as downwards communication that relays information



Mapping your succession cover: -

Role	Critical role Y/N	Current role holder	Length of time in role	Band	Emergency Cover (name)	Ready Now (name)	Ready within 2 years (name)	Ready within 3 years (name)	Comments



Talent mapping - grid descriptors

<p>High</p> <p>↑</p>	<p>High Contributor</p> <p>A consistently high performer who is a valued expert in their area. Currently showing limited potential or motivation to develop their career onwards.</p> <p>Focus on retaining & motivating, keeping their development up-to-date. Actively use them as a mentor for others.</p>	<p>Future Potential</p> <p>A high performer with the potential to progress in the future, making significant contribution to the organisation.</p> <p>Understand motivations & timescales; align to succession plan & create development activities. Consider assigning a mentor.</p>	<p>High Potential</p> <p>A high performer with the tangible potential to progress either now or in the near future. An asset to the organisation.</p> <p>Understand motivations & timescales; align to succession plan & create development activities. Consider secondment/project time. Assign a mentor.</p>
<p>Performance over time</p> <p>↑</p>	<p>Solid Contributor</p> <p>A consistently solid performer who is doing a good job in their current role.</p> <p>Less evidence to suggest potential for upward/onward progression.</p> <p>Keep engaged; ensure skills and delivery keep pace with changes and expectations.</p>	<p>Key Contributor</p> <p>A consistently solid performer, who is doing a good job in their current role and has the potential to develop their career further.</p> <p>Provide opportunity to grow through stretch - training, coaching & contribution to wider department/function work.</p>	<p>Emerging Potential</p> <p>A consistently solid performer, who is doing a good job in their current role with the potential to progress either now or in the future.</p> <p>Provide opportunity to grow through stretch - stretch assignments, exposure to wider work with new/senior organisation stakeholders. Assign a mentor.</p>
<p>Low</p> <p>↓</p>	<p>Underperformer</p> <p>An underperformer in their current role, who should be on a performance improvement plan.</p> <p>Improve, redeploy or exit.</p>	<p>Inconsistent Contributor</p> <p>An inconsistent performer in their current role, although there is some potential either within existing or alternative roles at current level.</p> <p>Identify why potential is not translating into performance. Consider role fit.</p>	<p>Untapped Potential</p> <p>An inconsistent performer in their current role but with the potential to take on greater responsibilities in the future.</p> <p>May not yet be fully competent in their role. Monitor & support progress to develop.</p>



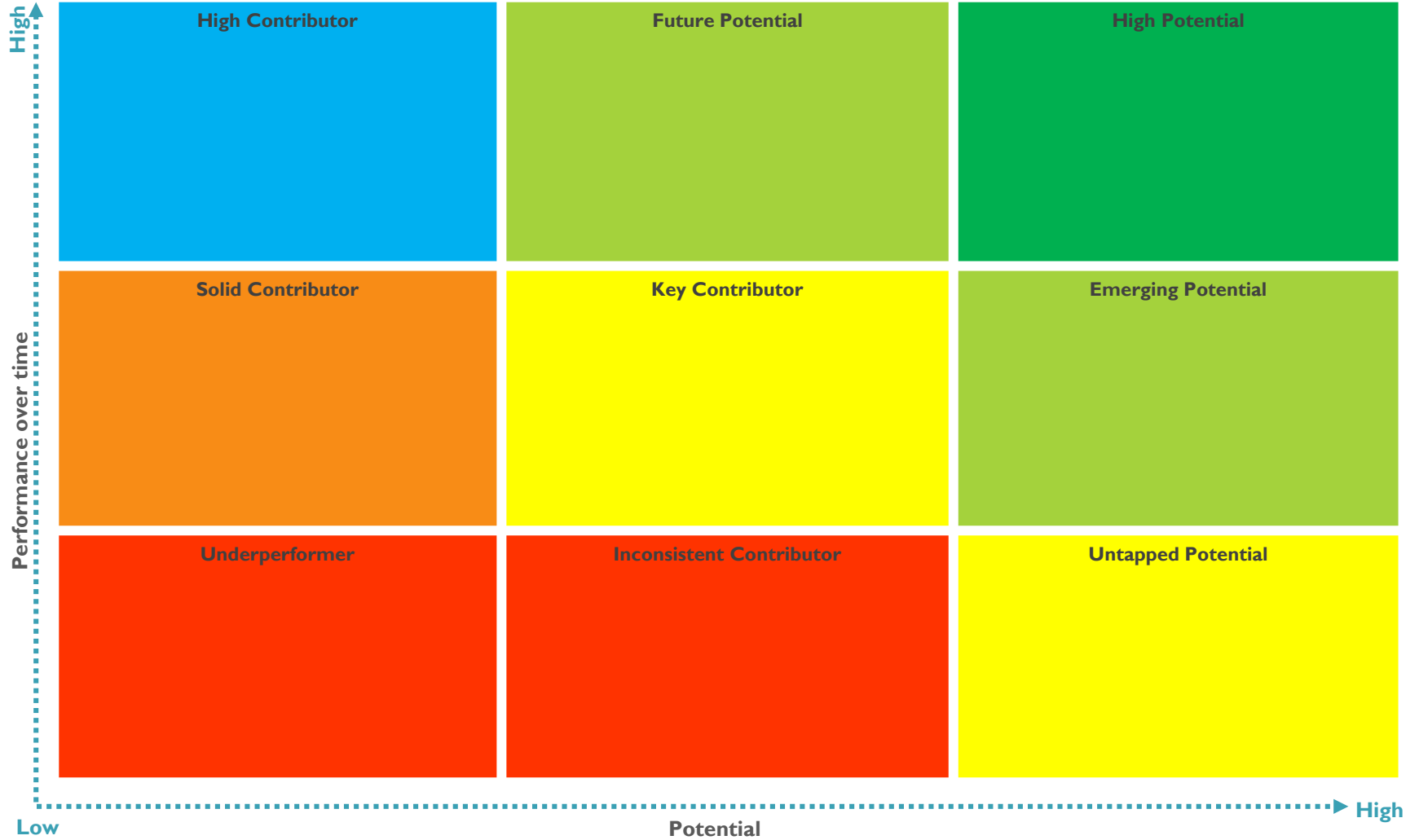
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Talent mapping grid: - develop PDPs aligned to plotting



Retention



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PROVEN METHODS FOR INCREASING RETENTION



Career Development Programs

Companies can introduce career development programs. Studies show that when employees see opportunities to advance within their current company, they are more likely to be satisfied and to remain with the organization.



Culture

Research also suggests that culture plays a key role in reducing turnover. In the study, they were able to predict turnover fairly accurately in management-level employees. Specifically, the findings suggest that by reducing the prevalence of politics and increasing organizational support, organizations could retain employees at a higher rate.



Engagement

Increasing states like engagement may have more sustained effects. Employees who are engaged stay with their organizations because of what they give and do. Employee engagement is associated with the degree of fit between the employee and his or her job.

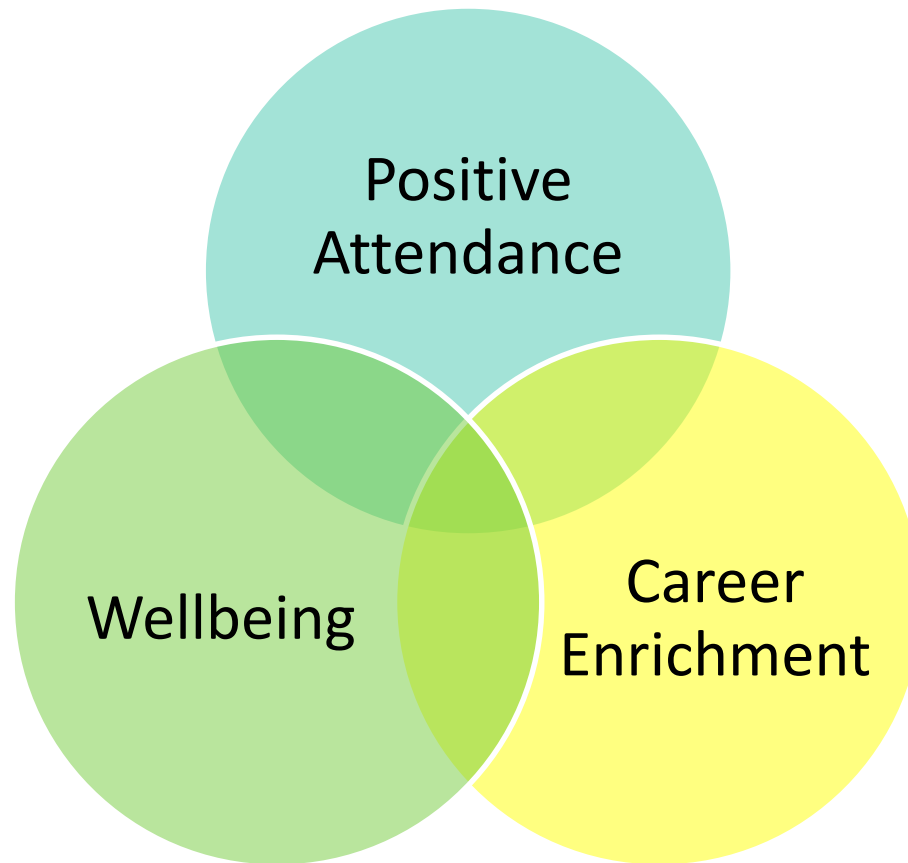


Fit

Person-job fit predicts three key employee attitudinal outcomes: job satisfaction, organizational commitment, and intentions to quit. Similarly, it showed that person-organization fit has a strong impact on job satisfaction and organizational commitment.



Retention Tactics... through developing your talent



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