Talent and Team Strategy
2023-2026

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1. Introduction – What is a talent strategy?

A talent strategy is the holistic approach an organization takes to source, hire, onboard, engage and retain talent.

When thinking about developing a strategy around recruitment and retention, the intent is that it is developed in a way that is sustainable, embedded and systemic throughout the trust. We are developing The Rose Learning Trust as a place that people will actively want to work at and want to stay because of the culture and the opportunities that we offer. Our staff need to feel valued and acknowledged and our reputation as a local, supportive trust that is collaborative needs to support this.

When considering our strategy and how elements will be implemented, we will take into account staff health and wellbeing with an awareness that everyone has home lives and external pressures as well as those in their workplace. We will evaluate this primarily through our Edurio surveys but also through other staff communications. Themes that emerge need to be addressed including consideration around aspects such as flexible working that is being offered by other industries and how we can facilitate this in a way that is sustainable for schools.

Our talent strategy is designed to match our goals, reflect our values and clearly define the type of talent The Rose Learning Trust needs to fulfil its mission and vision.

Elements of our talent strategy
- Talent Mapping
- Professional Learning Pathways
  - Finding, training and keeping the best teachers
  - Apprenticeship options for schools
- Effective appraisal
- Investing in strength – harnessing and developing leadership and talent
- Matrix Mapping
- Magnetic Workplace
  - Magnetic school offer
  - Investment in top talent
  - Persistent problems
  - Digital workforce
  - Beyond NPQ

Staff retention rates and staff surveys will give us an indication about how successful we are at attracting and retaining the quality staff that we need to be a successful, sustainable trust.

2. Talent Mapping

Historically low recruitment into initial teacher training and falling retention rates across all staff point towards a deteriorating attractiveness of teaching and working within schools compared to other occupations, especially those that can offer more flexibility.

A focus on mapping, growing, and retaining talent is key to our trust development. An analysis of the people and skills within our schools, as well as identifying their anticipated career path, will allow us to reflect and plan our workforce going forward. We also need to identify and think strategically about non traditional options, particularly around leadership development and opportunities that we, as a trust, can offer around school improvement.

The aspiring leaders network will nurture and develop talent through signposting and networking.

3. Professional Learning Pathways (see Appendix A)

In recent years, the profession has witnessed a CPD revolution. There is a range of CPD opportunities and some of these are now more widely available as a result of remote or asynchronous learning (EEF, 2020).

While many of these CPD opportunities will be well facilitated, research dictates that colleagues in schools are unlikely to translate learning into schools effectively unless sufficient time and resource is provided within an effective learning culture in school (Cordingley et al, 2018; Mccrea, 2018; Papay & Kraft, 2015).

A challenge for school leaders is to be able to carefully curate which CPD opportunities are effective and which might be best avoided.

Our approach is to map strategic or key roles across different teams and schools with senior leaders. We can then identify the common or persistent objectives that underpin these roles and map the organisations out there that offer CPD specific to these objectives. For example:
- A curriculum leader might need to understand more about how to evaluate the impact of their curriculum sequencing
- A new assistant head might need support with holding others to account
- A business manager might need to develop financial management skills
- A teaching assistant may need specific training around their role on learner engagement rather than generic behaviour management

Core questions when considering and disseminating CPD opportunities include:
- Which of our organisation's strategic priorities does this CPD most address?
- What is the reputation of the provider? What are we basing this on?

- What evidence or research has been used to help inform the design of the learning that the individual or colleagues will undertake?
- To what extent will this CPD support the individual or colleagues to grow expertise in their current role(s)?
- How might the CPD support the individual or colleagues to access future roles?
- To what extent is the learning flexible around the personal and professional commitments of the individual so as to support their cognitive load?

How we communicate opportunities to all staff:
- SharePoint area for CPD
- Regular updates and signposting
- Discussions within appraisals

Finding, training and keeping the best teachers

The Initial Teacher Training and Early Career Framework (ITTECF) sets out the entitlement of every trainee and early career teacher (ECT) to the core body of knowledge, skills and behaviours that define great teaching, and to the mentoring and support from expert colleagues they should receive throughout the three or more years at the start of their career. ECTs will purposefully revisit the elements of teaching introduced in ITT to deepen their knowledge and understanding. The ITTECF remains designed to equip all trainees and ECTs with a shared body of knowledge and skills, irrespective of subject or phase.

As a trust we are committed to supporting and developing the ITTECF programme with The Education Exchange as the professional partner in Doncaster.

The Great Teaching Toolkit

All our teachers are signed up to the Great Teaching Toolkit (TGTT) as part of their ongoing professional development. This gives all teachers the structure to develop their teaching using evidence based practice.

The Great Teaching Toolkit is built on the Model for Great Teaching – a curriculum for teacher learning.

The Great Teaching Toolkit helps teachers to:
- **set specific goals** for improving their classroom practice, where everyone's voice is heard.
- **build understanding** in areas that make the most difference.
- **develop skills** through modelling, instruction, safe rehearsal and feedback.
- **embed habits** with development cycles of deliberate practice, feedback and reflection.

Teams and development cycles are the features of the Great Teaching Toolkit that bring the process, structure and collaboration to professional learning.
- **Great Teaching Teams:** whether it is a coaching and mentoring team of two, a triad, or a professional learning community of six, the Great Teaching Toolkit helps teams of teachers to get better together.
- **Development cycles**: are a private workspace for teachers to record their goals, decisions and actions as they work through the process of improving their practice.

Apprenticeship options for schools (see Appendix A)

Schools employ staff in a wide range of roles that align with apprenticeships. Apprenticeships are for existing employees as well as new recruits, so they are both a way of accessing new talent, and retraining or upskilling our current staff.

When considering how to use apprenticeships in our schools, we consider the following:

- Are other schools in our area already using apprenticeships, and if so, what can we learn from them?
- What skills do our employees need now and, in the future, and can apprenticeships help with this?
- How do the roles in our schools and central team fit with the apprenticeships currently available?

A range of apprenticeships relevant to schools are either already available or currently under development, led by groups of schools. Those now available include:

A postgraduate teaching apprenticeship (level 6) which replicates the same high standards for entry and completion as those already required of all initial teacher training (ITT) programmes. Schools are able to employ teacher apprentices from September 2018. More detailed guidance on the postgraduate teaching apprenticeship is available on the 'Postgraduate teaching apprenticeships: guidance for providers and schools' page on GOV.UK.

School business professional apprenticeships, intended to help create a new career structure within school business management. The Chartered Manager Degree Apprenticeship (Level 6) was approved in 2016 and updated in 2017 to be relevant to those working in education, specifically for school business directors. The School Business Professional apprenticeship standard (Level 4) for school business managers is also approved for delivery.

A teaching assistant apprenticeship (level 3), which reflects the best available evidence and practice around effective use of teaching assistants.

Apprenticeships are available in a number of other fields that may be relevant to school and trust employees. For example, business and administration, catering and hospitality, facilities

A_guide_to_apprenticeships_for_the_school_workforce.pdf (publishing.service.gov.uk)

4. Effective Appraisal

Day et al (2010) researched the common habits of effective leaders in schools. They note that effective leaders define their values and the vision, they build trust by providing clear direction and ensure that collaboration is built internally as a way of strengthening teacher development. Appraisal processes in schools are a vital way to develop and embed some of these habits and a vital part of talent management.
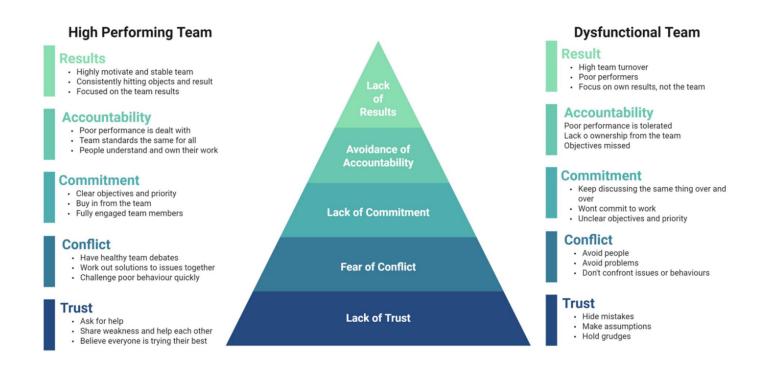
An appraisal, if used effectively, can provide a rich opportunity for reflecting on talent and considering how an organisation and the individual want to further develop for the benefit of the pupils served. Approaches include:

- Giving appraiser and appraisee some key questions to consider in advance of the appraisal meeting to help ensure reflection can take place before the meeting
- Asking appraiser and appraisee to consider the talent currently needed in the role(s) being appraised and how this might be further developed. This also means that the appraisee can focus on growing expertise in their current role rather than simply considering the next step
- Inviting appraiser and appraisee to adopt a "no screen" approach to appraisal and making sure that a dialogue is facilitated. Outputs can be captured digitally after the meeting
- Challenge appraiser and appraisee to take a longer-term review of impact and development, rather than simply limiting this to the scope of one academic year or short-term milestones – talent development and growth takes time.

5. Investing in Strength

High Performing Team

Results
- Highly motivate and stable team
- Consistently hitting objects and result
- Focused on the team results

Accountability
- Poor performance is dealt with
- Team standards the same for all
- People understand and own their work

Commitment
- Clear objectives and priority
- Buy in from the team
- Fully engaged team members

Conflict
- Have healthy team debates
- Work out solutions to issues together
- Challenge poor behaviour quickly

Trust
- Ask for help
- Share weakness and help each other
- Believe everyone is trying their best

Pyramid (top to bottom): Lack of Results / Avoidance of Accountability / Lack of Commitment / Fear of Conflict / Lack of Trust

Dysfunctional Team

Result
- High team turnover
- Poor performers
- Focus on own results, not the team

Accountability
Poor performance is tolerated
Lack o ownership from the team
Objectives missed

Commitment
- Keep discussing the same thing over and over
- Wont commit to work
- Unclear objectives and priority

Conflict
- Avoid people
- Avoid problems
- Don't confront issues or behaviours

Trust
- Hide mistakes
- Make assumptions
- Hold grudges

As an organisation, we have invested time and resource into developing strong school staff teams and support and develop those that need to move to a higher performing team state. Through our quality assurance work within schools and the peer work they do with each other we are able to assess how teams work within schools at all levels.

At The Rose Learning Trust, we work with leaders to consider how to further invest in their strengths and how to harness the strengths of other leaders in their teams around key priorities in each of our schools. The intention is for leaders to be more responsive – as opposed to reactive – across their roles and to dialogue with colleagues from a focus on career progression to one of strength and talent development.

Rath (2008) claims that our ability in organisations to progress in our career is often determined by our effectiveness in responding to short-term needs. Instead, Rath argues that adopting a strengths-based culture challenges leaders to think in terms of longer-term and more proactive goals.
He writes: "One of the greatest challenges for leaders is to initiate new efforts that will create subsequent organisational growth. If as a leader, you are not creating hope and helping people see the way forward, chances are no one else is either."

Where teams are working less effectively we look at the key areas of results, accountability, commitment, conflict and trust (see graphic above) to identify what is happening to limit the effectiveness of schools, leaders, teams and staff. From this a support plan will be put into place at an identified and appropriate level (e.g. whole school, headteacher, specific leader, specific team). By talent spotting strengths in other schools, we will use key leaders and staff across the trust to support schools and enable both the staff offering and the staff receiving support the opportunity to develop their own leadership skills.

6. Matrix Mapping

When our schools are running smoothly and pupil outcomes are good, it can be easy to take for granted the strengths and talents that make up the school workforce. However, physically mapping the talent of the workforce and deploying it accordingly will help leaders in realising, attracting, and developing talent.

There are a range of tools that leaders can use to map talent for leadership or workforce tiers. Developed in the 1970s by McKinsey, the nine-box talent matrix is a tool which leaders can use to map the workforce according to performance and potential and assessing where it should be deployed. We need to consider:

- Where do our staff sit and what do we need to do to develop towards where their potential can take them?
- Do they have a good understanding of their position and why they are there?
- What do they feel they need to do to improve?
- Are they in the correct role for their strengths or their potential? If not, what do we do about it?
- What opportunities via training, qualifications, vacancies within the trust can we use?

Matrix Mapping			
High			
Potential	**Develop** (untapped talent)	**Develop/Stretch** (high potentials)	**Stretch** (Exceptional Talent)
	Observe – Dilemma (Inconsistent performers)	**Core** (Reliable Team Players)	**Stretch / Develop** (Strong Contributors)
	Observe / Terminate (Underperformance)	**Observe – Effective** (Effective Performers)	**Trust** (Trusted Professionals)
Low	**Performance**		**High**

7. Magnetic Workplace

Retaining the best of talent and strengths in our schools across all areas and roles will likely be even more complex in the years ahead as the teaching profession and staff in all roles and levels in schools continue to face new and hitherto unknown challenges. It is therefore important that our leaders continue to develop the dialogue about talent management and development in the education sector.

Magnetic school offer
Challenge leaders and governors to consider the unique selling points of the school and trust and why somebody might choose to work with us instead of other organisations. Ensure it is visible and understood by all stakeholders and that it values all members of staff in school.

Investment in top talent
Significant amount of time and resource is spent in schools investing in underperforming colleagues. This is important, but it is equally vital to invest in the top 10% of employees to retain them too. Focussed effort will be placed on looking at who these individuals are and how to further invest in them. This could include apprenticeship levy opportunities for relevant staff.

Persistent problems
Rather than simply looking at roles that need to be filled, we consider the persistent problems or "pain points" of our organisation. Once these are understood, leaders are in a better position to then understand the skillset, talent and expertise that might be needed to tackle these. This then helps our leadership teams understand which people internally or externally might be needed to help address these priorities.

Digital workforce
The intelligent use of technology as part of developing and understanding talent in our schools is important. Data and analytics are used by companies across the globe to support with hiring and recruiting. We can no longer simply expect to recruit the best talent with one job advert. Developing the use of 'X' (Twitter) to help promote the school and the offer for the workforce. Other digital platforms such as National College and Rose Connect SharePoint for collaborating and sharing best practice will be used to help colleagues access, understand, and apply CPD within the organisation.

Beyond NPQ
The talent strategy in our schools will look beyond the scope of NPQs. There is the availability of the apprenticeship levy for a range of opportunities and we consider colleagues who might benefit from time, resource, or support in accessing masters or doctoral research opportunities, writing, and speaking opportunities, further degrees or secondments with other teams in your organisation. Expertise can be grown through many sources which we promote as a trust.

Appendix A

Apprenticeship examples and career pathways

Below are examples of suitable apprenticeships at each level within The Rose Learning Trust. These are just examples of options available following certain career pathways and apprenticeships, if you have any questions about options, please contact the Trust Apprenticeship Lead (**insert nominated lead details**).

A_guide_to_apprenticeships_for_the_school_workforce.pdf (publishing.service.gov.uk)

Admin and Business Lead
Admin Apprentice Level 3 Business Administrator Apprenticeship **Admin Assistant** Level 3 Business Administrator Apprenticeship **Office Manager or Assistant School Business Manager** Level 3 Business Administrator Apprenticeship or Level 4 School Business Professional Apprenticeship **School Business Manager** Level 4 School Business Professional Apprenticeship or Level 5 Operations or Departmental Manager Apprenticeship or Level 6 Chartered Manager (Degree) Apprenticeship
Estates
Property Maintenance Operative Apprentice Level 2 Property Maintenance Operative Apprentice **Caretaker or Site Manager** Level 4 Facilities Manager Apprenticeship

Early Years

Early Years Facilitator
Level 3 Playworker Apprenticeship

HLTA
Level 4 HLTA

Deputy Nursery Manager
Level 4 Early Years Practitioner Apprenticeship

Early Years Practitioner
Level 4 Early Years Practitioner Apprenticeship

Nursery Manager
Level 5 Early Years Lead Practitioner Apprenticeship

Teaching

Trainee Teacher
Level 6 Teacher Apprenticeship (current degree holder)
SCITT funding (non-degree holder)

Early Careers Teacher
2-year programme – Ambition Institute

Teacher
NPQ's – Various Options

Subject Leader
NPQ's – various options

Phase Leader/Key Stage Leader
NPQ's – various options

Assistant Headteacher
NPQ's – Various option

Senior Leadership

Assistant Headteacher
NPQ programmes or National Professional Qualification Headship

Headteacher
National Professional Qualification Headship or National Professional Qualification Executive Leadership