

How are you doing in engaging great teachers to stay at your school?

1. Have a general conversation with your Senior Leadership Team to discuss:

- With regards to teacher recruitment and retention, where are we now?
- What's going well with the teacher experience at our school?
- What's not going so well?
- Where do we want to get to? What would it look and feel like? How would we know that we had got there?

2. Considering your initial discussion, now read through the statements in each of the teacher experience stages.

You can do this together or separately (later comparing your answers together).

- For each statement, circle one of the three options to the right that most closely matches your current situation.
- At the end of each stage, total your score for each option. Give yourself one point for every time you've circled something under option 1, two points for every circled option 2 and three points for every circled option 3.
- Next add up your overall score (for all options) for that teacher experience stage.
- Continue through all stages. Look at the how you score for each to identify areas where you need to focus, and celebrate areas where you are doing well.

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Developed by Fit2Communicate working with the Engage for Success Teacher Engagement group (March 2018)

Teacher experience inspired by Dr Emma Kell's book 'How to survive in teaching'

| Stage | Statements | Options | | |
|-------------|--|---|---|--|
| | | Option 1 | Option 2 | Option 3 |
| Attract me | I know how many teachers come to our school based on recommendation of our school as a place to work | Not measured | Sometimes measured | Always measured |
| | We have a programme in place that supports and rewards teacher referrals | Not in place | Informally thank people | Formal support and reward in place |
| | Teachers say the recruitment experience at our school is | Inconsistent or not great (or we don't ask) | Is average – just like some other school | Is consistently positive and creates a great impression |
| | Total for each option | <i>[1 point for each]</i> | <i>[2 points of each]</i> | <i>[3 points of each]</i> |
| | 'Attract me' overall TOTAL | <i>[Total out of 9]</i> | | |
| | | Option 1 | Option 2 | Option 3 |
| Energise me | We find ways to energise new staff about coming to work at our school | Nothing done until they start on day one | We share basic employment information | We have a formal approach to help people to be ready before day one |
| | We share our vision and values and what these mean in daily life | Nothing shared or defined | We share the vision and values before day one | We talk about vision and values and give practical examples of how to live them before day one |
| | We assign a 'buddy' or member of staff to support the new starter before day one | No one provided except those met in the interview process | There is a clear point of contact for questions | We assign an appropriate 'buddy' who proactively supports the new starter |
| | Total for each option | <i>[1 point for each]</i> | <i>[2 points of each]</i> | <i>[3 points of each]</i> |
| | 'Energise me' overall total | <i>[Total out of 9]</i> | | |

| | | Option 1 | Option 2 | Option 3 |
|----------------|---|---------------------------|---|--|
| Get me started | There a clear expectation of staff and what we offer as a school team | There is nothing formal | We provide a handbook or guidelines | We discuss expectations and how we can live them for mutual benefit |
| | A warm welcome from the team | There is nothing formal | We announce new starters and ensure someone is there to support them on day one | We provide a warm welcome, which is planned including something social |
| | We provide a pack to guide new starters | There is nothing formal | We provide some policies and basic information | We have a pack that explains about school life, points of contact and common questions and answers. |
| | Total for each option | <i>[1 point for each]</i> | <i>[2 points of each]</i> | <i>[3 points of each]</i> |
| | 'Get me started' overall TOTAL | <i>[Total out of 9]</i> | | |
| | | Option 1 | Option 2 | Option 3 |
| Guide me | We provide support, coaching or training to get the most from school technology | No support offered | We provide technology guides for people to read | We provide technology coaching or training together with easy to access reminders |
| | We ensure new starters know about their data responsibilities and that they are protected | No support provided | They have the policy to read | We discuss their responsibilities and what they look like in daily school life, with training for specific roles e.g. office |
| | We ensure new starters know our Safeguarding policy and live it in all they do | No support provided | They have the policy to read | We discuss their responsibilities and what they look like in daily school life |
| | Total for each option | <i>[1 point for each]</i> | <i>[2 points of each]</i> | <i>[3 points of each]</i> |
| | 'Guide me' overall TOTAL | <i>[Total out of 9]</i> | | |

| | | Option 1 | Option 2 | Option 3 |
|--------------|---|--|---|---|
| Support me | We ensure there is someone who can provide support to staff when they need it in difficult situations or if they just need help | No support provided except external contacts | There is a named person who staff can go to | We have regular proactive checks with staff to ensure they are supported |
| | We help staff to proactively manage their workload | No support provided | There are some hints and tips available | We offer proactive support to staff, including coaching |
| | We demonstrate a flexible and caring approach in how we support staff (demonstrating empathy) | Nothing specifically offered | We try to be flexible when staff need days off depending on cover | We will do what we can to support staff, wherever possible |
| | Total for each option | <i>[1 point for each]</i> | <i>[2 points of each]</i> | <i>[3 points of each]</i> |
| | 'Support me' overall TOTAL | <i>[Total out of 9]</i> | | |
| | | Option 1 | Option 2 | Option 3 |
| Keep me safe | We take wellbeing seriously for staff | No support provided | We have ad hoc wellbeing activities, discounts and talks | We have a formal wellbeing approach with ongoing support for staff |
| | We provide safe places for staff to go if they have concerns or fears | No support provided | There are people who staff can speak to | We have defined people who also look out for any staff who may need help |
| | We provide proactive support to build staff resiliency | No support provided | We help staff through difficult times, but informally | This is built into our wellbeing approach and we support people formally through change |
| | Total for each option | <i>[1 point for each]</i> | <i>[2 points of each]</i> | <i>[3 points of each]</i> |
| | 'Keep me safe' overall TOTAL | <i>[Total out of 9]</i> | | |

| | | Option 1 | Option 2 | Option 3 |
|--------------|---|--|---|--|
| Inspire me | We have a clear vision and values that are lived by school staff, and role modelled by leaders | No vision and values | We have vision and values but haven't defined how they should be lived | Our vision and values are known and central to all we do in school life (and with parents) |
| | We build a culture that supports our vision and values, always focusing on what is best for the children (creating meaningful work) | Our culture is organic – it grows itself | We do focus on why people came to work at the school and live our vision and values | We know how important culture is and we're building it in a planned way |
| | Leaders understand the value of integrity and trust and are supported in standing up for what is right (brave), protecting staff | There is no support for leaders | We offer training and coaching for leaders, including communication | Leadership behaviours and communication are central to all we do and we measure how we are doing |
| | Total for each option | <i>[1 point for each]</i> | <i>[2 points of each]</i> | <i>[3 points of each]</i> |
| | 'Inspire me' overall TOTAL | <i>[Total out of 9]</i> | | |
| | | Option 1 | Option 2 | Option 3 |
| Challenge me | All staff members have clear roles, targets and development plans | They know their roles | They have clear roles, targets and a basic development plan | We actively support staff through planned development so they reach targets |
| | Succession plans are in place and we know who wants to progress, and we're helping them to get there | No succession plan in place | A basic succession plan in place but it's not complete or used fully | We proactively watch out for potential people for the succession plan and nurture them |
| | We share latest thinking in education, innovation and world news and bring a broader perspective to staff lives | No external information/focus provided | We provide brief updates as part of leader communication | We proactively discuss and share latest thinking and have external speakers/connections |
| | Total for each option | <i>[1 point for each]</i> | <i>[2 points of each]</i> | <i>[3 points of each]</i> |
| | 'Challenge me' overall TOTAL | <i>[Total out of 9]</i> | | |

| | | Option 1 | Option 2 | Option 3 |
|---------------|--|--|--|--|
| Appreciate me | We have informal and formal ways of ensuring teachers feel appreciated (inc thank you messages) and encourage staff to recognise each other. | Nothing in place | We informally say thank you | We know what motivates our team and have a formal recognition approach in place that is well used |
| | We remember the little things, like birthdays, if someone has been ill or if they've achieved something. | Sometimes people do this themselves | We have birthday cakes or flowers in departments | We always remember the important milestones and formally recognise them |
| | We have a staff first policy for all school information, wherever possible | We have no process | Mostly we remember to tell staff first | We have a formal staff first approach to communication |
| | Total for each option | <i>[1 point for each]</i> | <i>[2 points of each]</i> | <i>[3 points of each]</i> |
| | 'Appreciate me' overall TOTAL | <i>[Total out of 9]</i> | | |
| | | Option 1 | Option 2 | Option 3 |
| Listen to me | We provide formal and informal opportunities for staff to share they views and discuss school matters | Staff can do this in the staff room | We do ask staff what they think on some topics | We have regular opportunities for staff to have conversations, share their views and feel valued |
| | We actively encourage ideas. All ideas are responded to, with an explanation if we can't make them happen this time. | Staff can come and see the leadership team | We ask for ideas on some topics | We have a formal approach to enabling staff to share their ideas, they know what we're doing with them and we reward great ideas |
| | Leaders are trained communicators who understand communication preferences and how to get the best from conversations, focused on listening. | Leadership team are not trained in this area | Some leaders/staff are trained | We understand our own communication preferences and how to communicate well with others – and we know how to listen |
| | Total for each option | <i>[1 point for each]</i> | <i>[2 points of each]</i> | <i>[3 points of each]</i> |
| | 'Listen to me' overall TOTAL | <i>[Total out of 9]</i> | | |

| | | Option 1 | Option 2 | Option 3 |
|-------------|--|---|--|--|
| Connect me | We have the tools/technology to work together as a school team – based on agreed outcomes that are coordinated, integrated, understood, and used | We have limited tools/technology for staff to use | We have various tools/technology but usage could be higher | We have a clear and integrated approach to the tools/technology we provide so the school team can work well together |
| | Staff are encouraged and can work in smaller teams, with ideas to support them in great teamworking | We don't really do team working | Some people take the initiative to work in teams | We actively encourage team working and provide tools/coaching to support this |
| | Teamwork and taking the initiative to make positive changes are rewarded | We don't reward team work | We sometimes say thank you to those who work in teams | We proactively recognise great ideas that come from teamwork – to encourage more |
| | Total for each option | <i>[1 point for each]</i> | <i>[2 points of each]</i> | <i>[3 points of each]</i> |
| | 'Connect me' overall TOTAL | <i>[Total out of 9]</i> | | |
| | | Option 1 | Option 2 | Option 3 |
| Remember me | We keep in touch with past staff so they remain part of our community | We don't keep in touch with them after they leave | A few people keep in touch socially but there is nothing formal | We have regular updates out to past staff and invite them to social and other events where possible |
| | We know why teachers leave the school and use these insights to improve | We don't do exit interviews | Exit interviews are done sometimes, and generally by those managing staff | Exit interviews are always carried out by an 'independent' and insights are acted upon |
| | We share jobs with past teachers, in case they'd like to come back, and ask them to promote these | We don't keep in touch with them | We ask existing staff to share with their networks, which may include past staff | We highlight jobs in our regular updates and encourage past staff to apply or share with their networks |
| | Total for each option | <i>[1 point for each]</i> | <i>[2 points of each]</i> | <i>[3 points of each]</i> |
| | 'Remember me' overall TOTAL | <i>[Total out of 9]</i> | | |

3. How to score

Each time you circled an answer under option 1 you can give yourself one point, each option 2 answer is worth two points and each option 3 answer is worth three points. Add up your totals for each teacher experience stage and see where you rate for each section according to the scale below:

3-4 points

This is an area of your teacher experience that you should focus on urgently as your responses have identified your approach is not best practice and may result in teachers leaving your school or not choosing to join due to shortcomings in this area.

5-7 points

There is scope for improvement in this area as your slightly unplanned approach is likely to be succeeding due to good luck more than judgement.

8-9 points

You appear to have a well-planned approach to this aspect of the teacher experience so ensure you continue doing what you are doing.

4. What to do next

Any areas where you scored between 3 and 7, identify actions you can take thinking about:

- What would be your priorities for action, based on your scores?
- Who needs to be involved?
- How will you measure progress and keep the momentum?

If you need any help in developing actions, please contact Fit2Communicate. We can work with you and your leadership team to run through the above discussion and also help you to define a plan that will achieve the results you need.

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