

# world of work survey

the 10 burning questions keeping education  
leaders awake at night



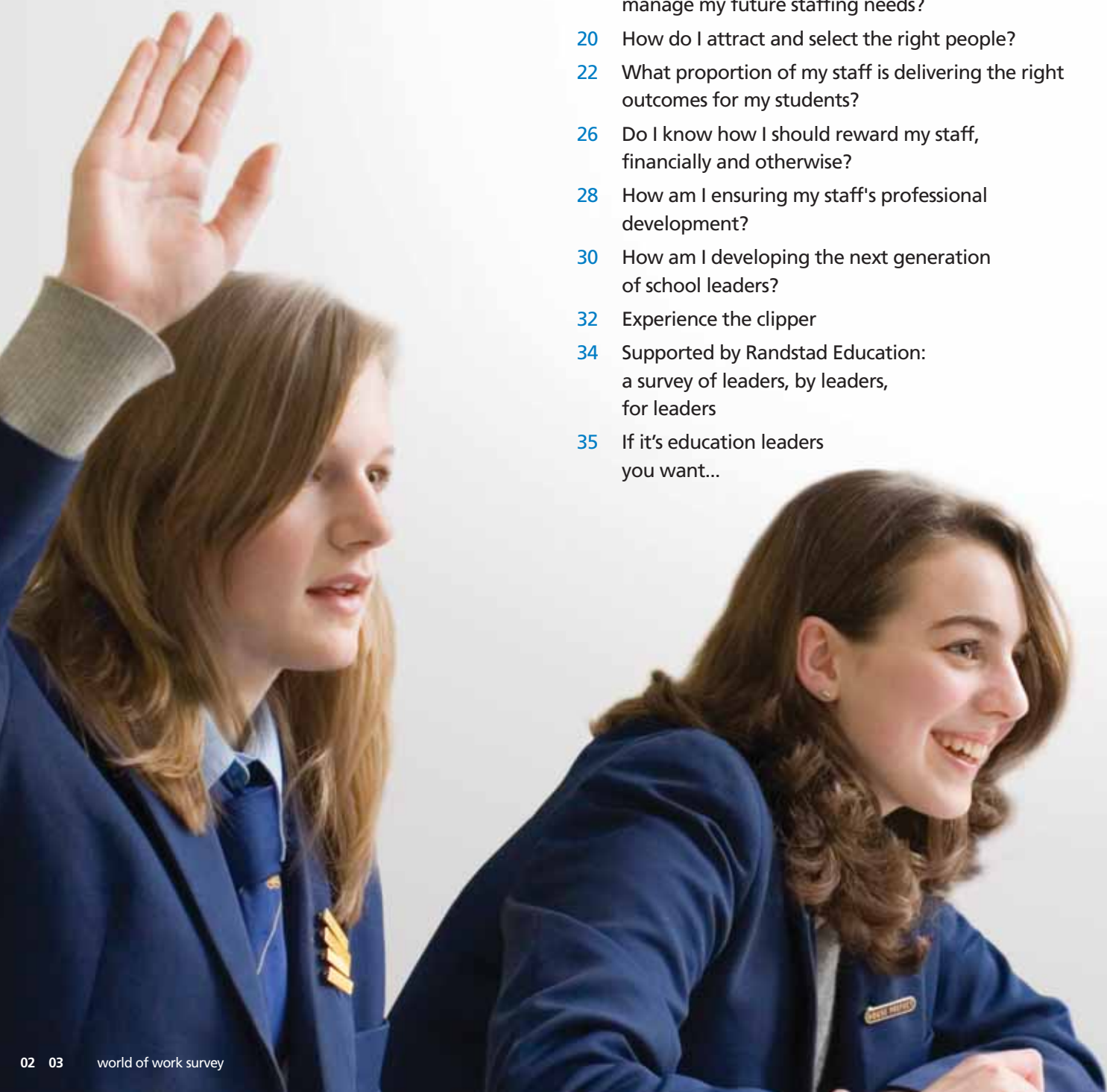
shaping the  
world of  
education

 randstad education

a survey of leaders, by leaders, for leaders.  
sponsored by Randstad Education

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# foreword

Education is a people business. Government can change the curriculum, governance structures and accountability measures - and these things are clearly important - but the main variables that determine how well students succeed in school are the quality of teaching in the classroom and the quality of leadership.



The average school spends over 80% of its annual budget on staff salaries. So, in a time of economic restrictions, how those staff are supported, motivated and deployed is critical to achieving better outcomes for less resource.

That means ensuring that every new role is considered carefully – like for like replacement might not always be the best option. School leaders will need to ensure that the curriculum meets the needs of the students, but is also delivered efficiently so that the cost of providing every course can be measured against the benefit that it brings. It means ensuring that recruitment and selection processes are more successful in getting the right person for the job. At Future Leaders, we've been developing our understanding of how best to select for future potential, as well as past performance. Simply doing what's been done before will not be enough in a rapidly changing and increasingly demanding environment.

And it means that, once in post, new staff must have access to real opportunities for development and growth. For many teachers – and this is borne out by this survey – professional development is a greater incentive than money. And this is not about going out on courses, it's about giving teachers and support staff genuinely delegated responsibility and autonomy and then supporting them to reflect on their experience and learn from it. Coaching and mentoring, work shadowing and short-term placement in other schools can be incredibly effective in improving performance and generating buy-in.

Of course, all of this comes down to effective leadership. School leaders need to set out a clear vision and a set of values that resonates with their staff and that is followed through in every aspect of school life. They need to be rigorous in providing both the support and challenge necessary to maximise the impact of every member of staff, whatever their role. And they need to retain a focus of what really matters: the experience for the children. There will be difficult decisions to be made – schools have enjoyed years of increasing budgets in real terms, but those decisions are much easier if they are underpinned by a clear, shared moral purpose.

If that weren't enough of a challenge, we know that the supply of school leaders will be a challenge over the next few years. A significant proportion of serving head teachers are approaching retirement, which means that talent identification and succession planning are more important than ever. It's difficult for individual schools to see the benefits of preparing staff for leadership, particularly if that leads to those staff moving elsewhere. But that is precisely what's required if the system as a whole is to flourish.

Overall, however, this report does not paint a picture of gloom and despondency. Instead, it shows that school leaders are ready to face up to the challenge with determination, creativity and a clear sense of purpose. Given the critical importance of education in creating a fair and prosperous society, that's good news for us all.

A handwritten signature in black ink, appearing to read 'Heath Monk'. The signature is stylized and fluid, with a long horizontal stroke extending to the right.

Heath Monk, CEO of Future Leaders

# introduction

## what are senior educationalists thinking, doing, and planning?



Education is facing a new and uncertain landscape, not dissimilar in scale to that

faced by the private sector as the economy slumped into recession in 2008.

We thought it timely to support this survey into what senior educationalists were thinking, doing, and planning in their management of staff. The result forms a body of intelligence that head teachers and others could never access independently. Having collected this intelligence, Randstad Education is also able to make far more informed and strategic decisions relating to its recruitment services to education.

Despite the new coalition government's promise to protect front-line services from austerity measures, things are not simply going to carry on as before. The government has announced a higher level of autonomy for schools and aims to enhance the prestige and esteem of the teaching profession, improve pupil behaviour, focus Ofsted towards an accountability for underperformance and reform the curriculum around how and what pupils should learn.

Meanwhile, the effective management of resources in schools remains a challenge and, whilst schools may be protected from funding cuts, they will not enjoy the increases of recent years. Labour is the key cost to control, which means it is imperative that human resources are managed efficiently. As with successful private sector companies, successful schools will continue to keep a long-term focus and will adapt to the changing circumstances.

A successful school will recruit the best talent, retain its best talent, develop all of its staff, make them more adaptable to the new landscape and continue to deliver for their pupils and other stakeholders.

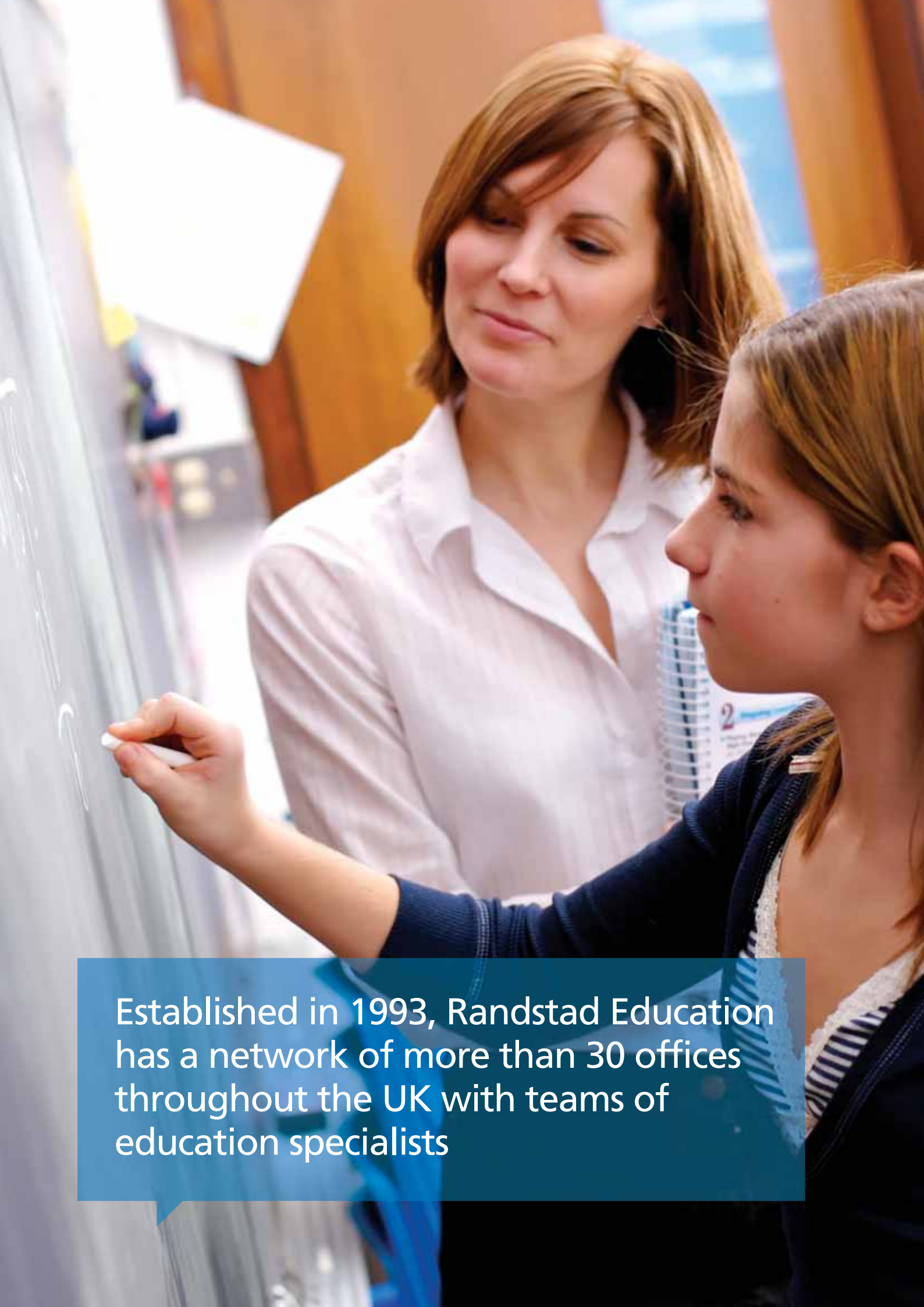
I trust that you will find the results of this survey informative and helpful to your own decision-making about how to recruit, develop and retain the best teaching talent, in the interest of the students and other stakeholders for whom you have responsibility.



Patrick Maloney, managing director of Randstad Education

- Randstad Education's inaugural World of Work survey complements Randstad's broader survey of commercial business leaders
- The aim of our survey is to take a yearly snapshot of the education sector and understand its key staffing concerns
- We surveyed over 600 head teachers and questioned them about staff effectiveness, staff morale, staff attraction, staff development and leadership development
- This report represents the responses to the ten burning questions we believe are keeping education leaders awake at night.

1. How are my staff feeling right now?
2. How can I ask more of my staff?
3. How do I keep my staff actively engaged?
4. What makes my school stand out as an employer of choice?
5. In the current economic climate, how will I manage my future staffing needs?
6. How do I attract and select the right people?
7. What proportion of my staff is delivering the right outcomes for my students?
8. Do I know how I should reward my staff, financially and otherwise?
9. How am I ensuring my staff's professional development?
10. How am I developing the next generation of school leaders?



Established in 1993, Randstad Education has a network of more than 30 offices throughout the UK with teams of education specialists

# the pressure is on background to the survey

More than a third of primary schools and a quarter of secondaries were forced to re-advertise for a head last year after failing to recruit staff at the first attempt.

This confirms the long-held view of many in the education sector that a head teacher shortage is looming large. Of course, schools needing heads will make appointments one way or another, but this in itself will beg the question - are these appointees of last resort and will they have the right leadership qualities to confront the challenges of the new economic landscape opening up before us?

The current shortages among state secondaries in England are worse now than in 2007, even though salaries of £100,000 and over are being seen. However, it is clear that high salaries alone are not the solution and offer no guarantee that the right person will be found.

Church schools face an even bigger problem. Roman Catholic schools, which only recruit Catholic heads are typically forced to re-advertise for suitable candidates, often multi-advertising across a range of education journals and newspapers before finding the right head.

A national shortage of head teachers is seen as one of the biggest problems facing the education system. It is increasingly clear that the familiar approaches to recruitment, such as advertising and re-advertising in the press, have had their day.

Often the number one reason cited for potential candidates not wanting to take up the role of head is the pressure involved in the job; and surely, with public spending cuts and austerity measures on the way, the pressure will only get worse.



As for those head teachers already facing the challenge, it will be the management of staff that causes most headaches in the years to come, as they try to get more from less. The staff budget is far and away the single most important cost in any school and it will be the issues related to staffing that are likely to be of most concern to education leaders.

It's around staff management that we thought we'd take the temperature by asking the ten burning questions keeping education leaders awake at night. Just how are existing head teachers going to handle the pressures that seem to be so discouraging to their potential successors? How will they attract and retain the best teachers and ensure that all staff deliver the right outcomes for students? In the context of the current shortages, just what is being done to develop the next generation of school leaders? The responses generated by these questions and more offer a snapshot of opinion to inform the debate and discussion ahead. Because one thing is certain: under the current economic climate, these questions about staff recruitment and management will not go away.

# executive summary

The education sector broadly mirrors the insecurity of the commercial workplace, but morale appears to remain high.

Senior management is facing difficult decisions but appears ready to support the implementation of cost and efficiency measures, with more than half of respondents calling for greater distributed leadership.

Keeping staff engaged is recognised as important, with 68 per cent of senior educationalists citing 'a high level of personal responsibility and ownership for the delivery of school development and improvement priorities' as the most favoured method of achieving this goal.

When questioned on the subject of making a school stand out as an employer of choice, heads suggest a broad range of ideas, among them 'ethos', and 'opportunity to make a significant impact on school improvement'. Significantly, 'staff progression opportunities' and 'innovation' were both rated almost twice as important a factor in making a school stand out as an employer than performance tables.

An investigation into educationalists' opinions to management of future staffing needs indirectly uncovered a strong openness of attitude, with many being open to new strategies. An intention to remodel their staffing structure during the next three years was a popular desire, and of those still intending to recruit staff, twice the number of respondents were looking at teaching staff recruitment as opposed to support staff.

Attracting and selecting the right people was a natural extension to the recruitment topic, and the overall

effectiveness of the selection process was rated as more than three times as important as its cost.

Once those staff are recruited, how do they deliver? This had the potential for being the survey's most revealing topic, and the result was encouraging, with 59 per cent of those questioned saying that more than nine out of ten of their staff deliver the right outcomes for the students. The study also looked at the areas of reward, professional development and developing the next generation of school leaders. 61 per cent of respondents had an effective staff reward plan but there was no complacency. Almost all schools had an internally developed professional development programme, and more than one in ten sought advice from external providers.

Finally, the report investigated the development of the next generation of school leaders. Clearly a topic of massive importance, but one that could understandably be overlooked or 'placed on a back burner' for the duration of these difficult times. It is here that the survey's findings were most disappointing.

Whilst 70 per cent have a 'leadership talent identification programme' in place, only 22 per cent of those contacted have a policy of 'rotating senior managers to expose them to all areas of leadership accountability.' Surely a trick is being missed here. If the next step into leadership is not to be perceived as an impossible leap by potential candidates, then exposure to managerial responsibility as a development opportunity is a must.



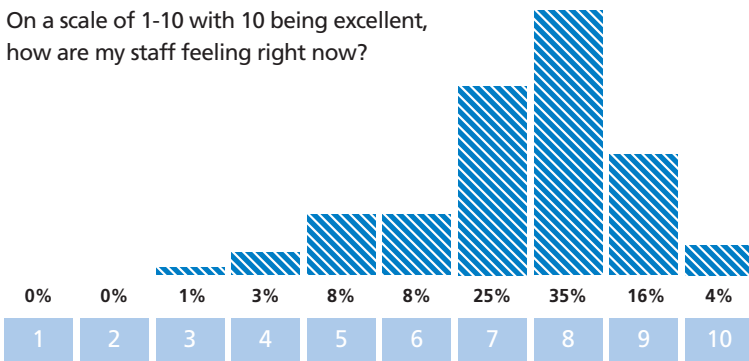
Randstad Education knows from its own experience of finding the best leadership roles for candidates that 'experience' on the CV opens doors; and what better way to ensure that leaders hit the deck running when they take up their new roles?

# Q1

## how are my staff feeling right now?

While the education sector now broadly mirrors the insecurity of the commercial workplace, morale appears to remain high. The 'view from the top' offered by education sector leaders is still one of optimism, with more than 80 per cent of the survey's respondents rating teacher morale as seven out of ten or higher.

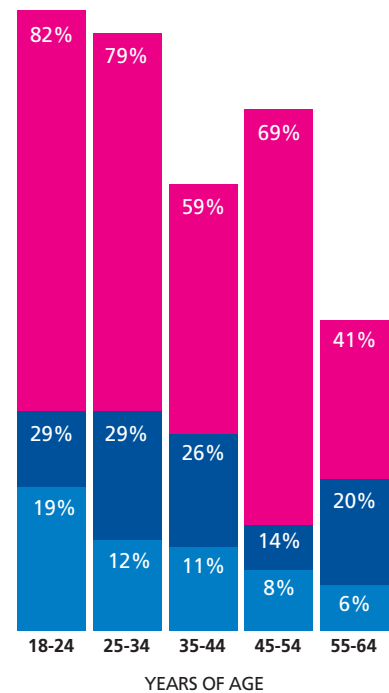
On a scale of 1-10 with 10 being excellent, how are my staff feeling right now?



These positive feelings about the teaching profession have no doubt contributed to a situation in which teaching has been the number one graduate career of choice in recent years. Mid-career changers transferring into the education sector have also ensured that the teacher training colleges are now full of aspirant teachers.

However, analysis of the workforce as a whole indicates that levels of optimism are far from being evenly spread across all age groups. The young are feeling most insecure.

It can come as no surprise that today's workforce, in all employment sectors, has serious concerns about job security. The fears are most pronounced amongst 18-24 year olds: nearly half of them are worried that they could lose their job in the next six months, but at the same time, this is the group that's most confident of finding comparable employment elsewhere. At the other end of the age spectrum, 55-64 year olds are a lot less sanguine about their chances of getting another job, and with the retirement age set to rise this could become an issue.



Very concerned about loss of job  
 Fairly concerned about loss of job  
 Confident about finding comparable employment



# Q2

## how can I ask more of my staff?

Our researchers found that education sector workers recognise and accept that difficult decisions now have to be taken by senior management, and they're ready to support the implementation of cost and efficiency measures. But that support comes with a caveat: people are looking for tangible evidence that management is also making sacrifices, and there needs to be consultation.

Managers recognise this – the survey recording half (50 per cent) of respondents calling for 'greater distributed leadership' and 'greater delegation and sharing of information (30 per cent). In contrast, only seven per cent of those surveyed offered 'improved productivity' as a means of deriving more from staff, perhaps believing that productivity levels are already close to their optimum and acknowledging that teachers are reacting well to increased workloads. More effective performance management processes were suggested as a route to asking more of staff by 13 per cent of respondents.

### A more effective performance management process

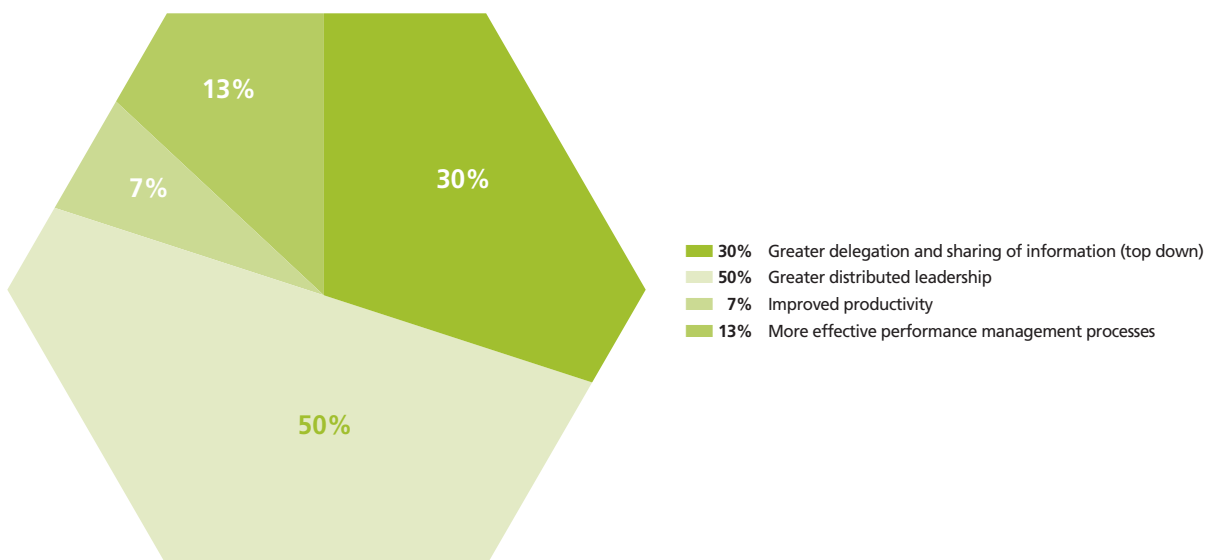
It is now universally accepted that an effective performance management process is needed in schools, with an annual or half annual appraisal keeping focus on an individual's performance.

Paying close attention to the appraisal process can benefit both the school and the teaching staff by improving job

performance, making it easier to identify strengths and weaknesses and by determining suitability for development. Appraisals can help identify how strengths can be best utilised within the school and weaknesses overcome, and can also help to reveal problems which may be restricting a teacher's progress and causing ineffective work practices.

An appraisal system can develop a greater degree of consistency by ensuring that head teachers, department heads and teachers meet formally and regularly to discuss performance and potential. Experience shows this can encourage better performance from employees.

Appraisals can also provide information for human resource managers to assist in succession planning and to determine the suitability of teachers for promotion to particular types of school leadership. In addition, appraisals can improve communications by giving the teaching staff an opportunity to talk about their ideas and expectations and to be told how they are progressing.





While many large schools are undoubtedly big advocates of appraisals, smaller schools can certainly benefit from taking them seriously. Indeed, the task of appraising the teaching staff is usually easier because the head teacher is more likely to know each colleague well. It is important, however, that the appraisal system is designed to meet the particular needs of the smaller school and is not over elaborate. An appraisal system does not need to generate a lot of paper to be effective; on the contrary - the most effective systems are often the simplest. No school, whether large or small, should contemplate the introduction of a formal appraisal system unless it is fully committed to its success and clear about its objectives.

A scheme will involve the investment of time and money. The management team will need to be trained to carry out appraisals properly; the teaching staff will need to be fully and carefully informed about how it will affect them.

Planning ahead, setting key targets for improvement and reviewing these periodically, is accepted as the tried and tested way of asking more from one's staff. However, it will only be an effective method if the appraisal process is managed as an integral part of school life.



# Q3

## how do I keep my staff actively engaged?

For a start, let go of any negative opinions you may have about your teaching staff. Approach each of them as a source of unique knowledge with something valuable to contribute to your school. Remember that you are co-creating the achievement of a vision with them.

This advice appears to be supported by the survey results which see a greater proportion of respondents (68 per cent) citing 'a high level of personal responsibility and ownership for the delivery of school development and improvement priorities' as the best means of keeping staff actively engaged. This is a significantly greater response than for all the alternative suggestions combined, top of these being 'articulation of and buy-in to the vision' (23 per cent). 'Excellent staff voice' was a suggestion for better staff engagement by eight per cent of head educationalists – perhaps lower than informed observers might have predicted, with only a lowly one per cent suggesting 'incentives' could play a part in staff engagement.

Clearly, staff engagement will be enhanced by a clear communication of what is expected of everyone, what the school values and vision are and how the school defines success.

Members of the teaching staff will not perform well or be productive if they do not clearly know the part they play in the overall success of the school. Be sure to communicate your expectations and do it often.

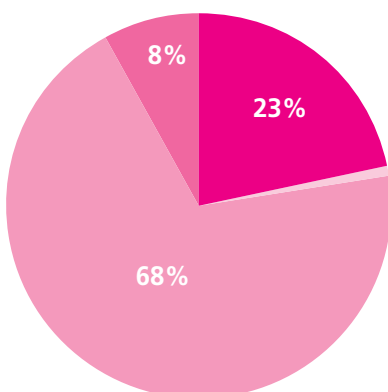
Get to know your team, especially their goals, what excites them and how they each define success. This is not to suggest prying too deeply or counselling your staff members, simply show an interest in their well-being and, when appropriate, do what it takes to enable them to feel more fulfilled and better balanced.

Constantly ask how you are doing in your school team's eyes. It can be difficult for managers generally to request employee feedback and it can be equally, if not more, challenging for members of the teaching staff to give their department head an honest response. A number of 360° performance feedback options are

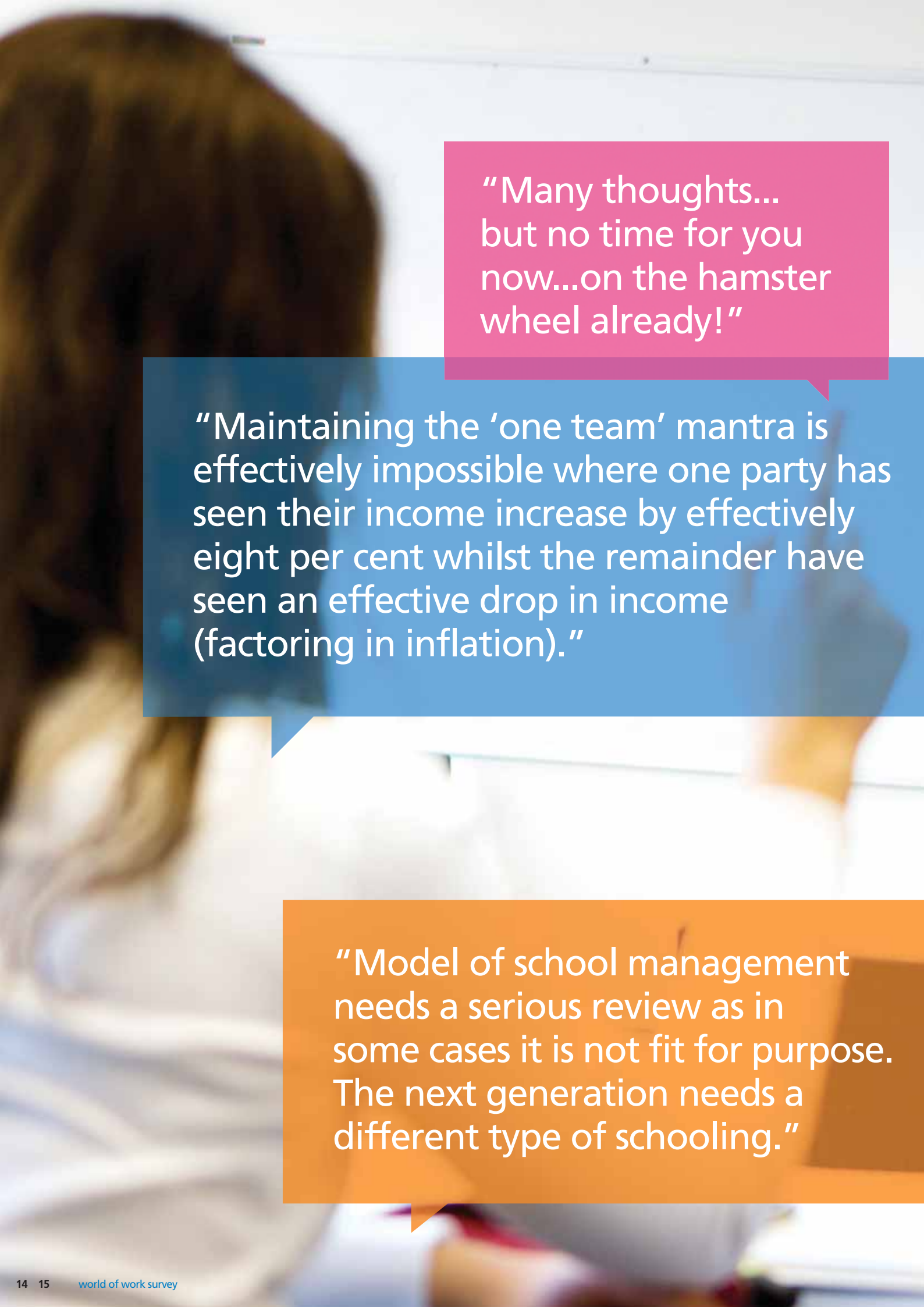
readily available to aid the process. The golden rule, however, is that all participants must be sure to accept feedback graciously and express appreciation.

Ultimately, the teaching staff are a school's greatest asset. Their collective ideas, feedback and enthusiasm can help your school grow and succeed. Some people are naturally wired to give their all and do their best no matter where they work. But the majority of people require the guidance of skilled managers to stay engaged.

This requires school leaders who welcome their ideas, ask for feedback and generate enthusiasm in order for everyone to have a sense of purpose and energy about what they do.



- 23% Articulation of and buy-in to the vision
- 1% Incentives
- 68% A high level of personal responsibility and ownership for the delivery of school development and improvement priorities
- 8% Excellent staff voice
- 0% Active union engagement



“Many thoughts...  
but no time for you  
now...on the hamster  
wheel already!”

“Maintaining the ‘one team’ mantra is effectively impossible where one party has seen their income increase by effectively eight per cent whilst the remainder have seen an effective drop in income (factoring in inflation).”

“Model of school management needs a serious review as in some cases it is not fit for purpose. The next generation needs a different type of schooling.”



“Maintaining the commitment of support staff is a real challenge.”

“We run a tight ship, and will be adding two more year groups. Our results of progression are good: we have a large number of special needs who progress to good status when they leave.”

# Q4

## what makes my school stand out as an employer of choice?

A broad range of opinions and suggestions were elicited by this survey question. 'Ethos' was the clear leader from our respondents, being cited by one-fifth (20 per cent), ahead of the 'opportunity to make a significant personal impact on school improvement' (16 per cent) and 'students' and 'curriculum' (12 per cent and 11 per cent respectively).

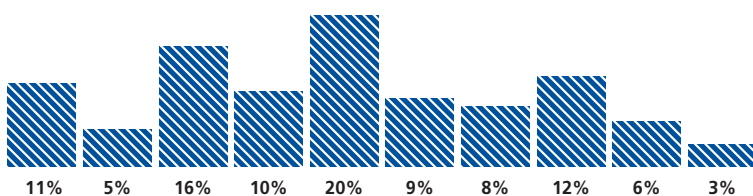
Predictably, 'staff progression opportunities' and 'innovation' (nine per cent and eight per cent respectively) were rated as almost twice as important a factor in making a school stand out as an employer of choice than 'performance tables' (five per cent). The fact that 'catchment area' and 'local community' were least rated as a draw to teachers to join a school speaks volumes for the commitment that teachers show to their profession.

Schools, arguably more than other employers, need to understand that the traditional drivers of employee engagement, such as charismatic leadership and job-for-life stability, have had their day. Nothing will drive this fact home like the current need to cut public spending and manage labour performance better. The old-fashioned drivers have been superseded for Generation X (born 1960-1980) by work-life balance and a feeling of being cared for by management; for Generation Y (born after 1980) by authenticity, ethos and social responsibility; and for Generation R who've expanded their skills by having to work in leaner, more flexible teams during the recession.

Obviously the school's performance, local community and catchment area are important to teachers when choosing an employer. It is also likely that a teacher will want to work at a school where behavioural issues are minimal, typically in areas where fewer problems arise out of social deprivation.

However, the opportunity to make a significant personal impact on school improvement is a huge draw for many teachers, so schools that do not have the benefit of being situated in an advantageous area can still provide an attractive package for teachers.

Teachers in these schools do, however, need better support. An agreed disciplinary procedure needs to be in place for students, and teachers must be confident of full backing from the school's management team when they have to apply it. The best schools always do this, recognising support with discipline as one of the intrinsic motivators needed to appeal to today's generation of teachers.



- 11% Curriculum
- 5% Performance tables
- 16% Opportunity to make a significant personal impact on school improvement
- 10% The leadership team
- 20% Ethos
- 9% Staff progression opportunities
- 8% Innovation
- 12% Students
- 6% Local community
- 3% Catchment area

## case in point: Peter Harvey

(Source: The Observer, Sunday 2nd May 2010)

The trial of science teacher Peter Harvey in May 2010 highlights how a lack of support in the classroom can lead to stress-related illness.

Peter Harvey's impulsive decision to beat a teenage troublemaker with a 3kg dumbbell, while shouting "die, die, die", was a case waiting to happen, according to the greater part of the teaching community.

Harvey walked free from Nottingham Crown Court after the judge acknowledged that the strains of teaching and the mounting misbehaviour of his pupils had precipitated the highly experienced 50-year-old's problems of severe stress and depression.

In the aftermath of the acquittal, the debate turned to whether teachers were receiving sufficient support to handle disruptive classes. Research indicates that levels of intimidation, unruliness and violence among pupils towards teachers is increasing and has grown significantly over the past five years. The most recent data shows that a quarter of teachers have encountered violent pupils, according to the Association of Teachers and Lecturers.

A new Ofsted survey corroborates the trend, suggesting that pupil behaviour is unsatisfactory in a fifth of schools. Supplementary surveys have found that one in ten teachers have been injured by pupils as classroom behaviour becomes more disruptive.

Perhaps the most resonant aspect of the Harvey case is that although the ferocity of the attack was highly unusual, the factors that caused his violence are all too familiar to the teaching profession. Chris Keates, general secretary of the NASUWT, hopes Harvey's case may act as a watershed in the need to offer staff better protection from unruly pupils.

Unions agree that the problem of repeat offenders needs to be addressed, citing the failure of many parents to act as 'good role models' as a driver of deteriorating behaviour in lessons. The 14-year-old struck by Harvey's dumbbell had disrupted the class nine times before the attack.

Explanations for the rise in classroom disruption often focus on the notion that schools have 'gone soft' evoking, with some nostalgia, the days when educational establishments were proudly authoritarian and teachers were able to mete a brutal discipline to those sufficiently foolish to disobey. Parliament agreed to outlaw caning in all schools as recently as 1998. Harvey, who spent 16 years at the Nottinghamshire school before the attack, would have joined a profession with a very different view of how to tackle troublemakers.

The result of the Harvey case appears to be a greater consciousness of the need to examine the whole area of teacher stress in more detail. Teaching is one of the most stressful occupations around. A recent online survey decided it was the third most harrowing vocation, even more pressured than nursing. Four in ten respondents to a National Association of Head Teachers survey confirmed they had visited a doctor with a stress-related problem in the previous 12 months. A fifth admitted to drinking too much, a quarter suffered from stress-related health problems, including depression, sleeplessness and high blood pressure. Research by the Times Educational Supplement shows that as many as four in ten teacher vacancies in secondary schools are the result of stress.

Harvey's case also shows that his violent loss of self-control was prompted by more than a single, if particularly disruptive, pupil. For three years he had suffered varying levels of abuse from pupils and told colleagues that classes were getting out of control. At home, his wife had been treated for depression after quitting teaching.

Teachers point to a myriad of factors that can combine to push a teacher towards a nervous breakdown. They include long hours, a lack of autonomy, relatively poor pay, aggressive parents, low status and self-esteem, a dour curriculum and Ofsted inspections. For those able to withstand the rigours of modern teaching, pupils' misbehaviour can be the final straw for someone on the edge.

# Q5

## in the current economic climate, how will I manage my future staffing needs?

This question has indirectly uncovered a remarkable progressive talent and openness in our nation's head teachers. A resounding 27 per cent responded to the question about their strategies for managing future staffing needs against the backdrop of the current economic climate by concluding that they were 'open to new strategies'. Almost as many (23 per cent) intend to 'remodel their structure in the next three years' and more than a third were split almost evenly between 'replacing only those who leave' (18 per cent), and 'looking to consolidate/reduce staffing in some areas' (17 per cent). This is emphasised by a grassroots poll by the TES (03/09/10) where 72 per cent of participants responded 'yes' to the question 'Do you expect your school to make staff redundant in the next academic year?'

Only 11 per cent felt they were likely to recruit, while a lowly four per cent said they were 'due to federate or form shared leadership'.



- 18% Replace only those who leave
- 23% Remodel structure in the next 3 years
- 27% I'm open to new strategies
- 17% I'm looking to consolidate/reduce staffing in some areas
- 4% Due to federate (or some other form of shared leadership)
- 11% I'm likely to recruit

### Absenteeism

Even though labour costs are under pressure, the quality of teaching must clearly never suffer; hence it is vital to keep fully qualified and experienced teachers on the payroll instead of employing unqualified teaching assistants to save money.

On average, teachers are absent from the classroom for 17 days per annum when training is added to sickness. In the schools operating in the most challenging circumstances, this absence rate is much worse. Here, children entering reception class can expect to spend a year of their remaining school life under educators who are not their normal teachers. For children in this situation, this year of cover could be a lost year, because many schools are opting for the false economy of providing cover with unqualified teaching assistants, also known as cover supervisors.

As full-time employees, cover supervisors represent a fixed cost, regardless of whether they are used or not. This is wasteful in the extreme, especially when government-endorsed supply teaching agencies, remain on call to provide safety-checked and qualified teachers, who only represent a cost when used.

### The true cost of recruitment

But recruitment agencies are not just for supplying temporary cover. When you consider the true cost of recruiting full-time staff – cost of advertisement, time spent writing it, time spent managing the process, time spent interviewing, time spent carrying out checks, cost of re-advertising – it can work out far more expensive than using an agency. Plus there's no risk with using recruitment agencies, as a school does not pay for their services until it is 100 per cent happy with the teacher appointed.

When one looks at the wider world of work, it cannot be a coincidence that the majority of job advertisements in the national newspapers are from recruitment agencies working on behalf of companies. The commercial world has long recognised the cost-effectiveness of outsourcing recruitment to specialists.

### Finding flexible solutions

Around 40 per cent of all organisations identify a skills shortage in their industry. However, in the education sector, maths, science and English subject specialists, business managers and school leaders are all in high demand. Similar numbers of organisations say that these shortages are increasing stress and workload amongst staff. But less than a tenth believe that this under-supply of skills is increasing staff turnover.



## if you answered 'I'm likely to recruit', please select what level of staff you are looking to recruit:

Only 11 per cent of respondents answered 'I'm likely to recruit'. Of this optimistic 11 per cent more than one-fifth (22 per cent) were looking to recruit teaching staff, double the number (11 per cent) seeking teaching support staff.

Meanwhile, admin staff and senior leaders (seven per cent and five per cent respectively) were still in more demand than 'middle leaders' (three per cent).

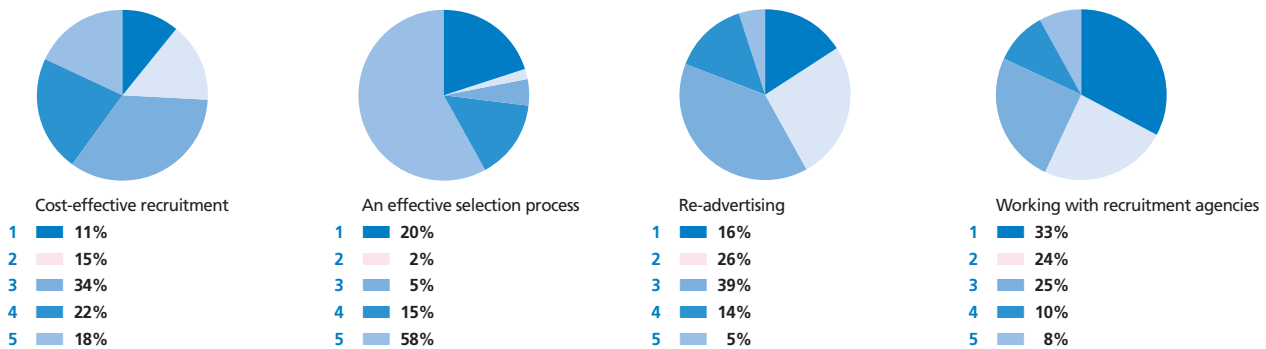


# Q6

## how do I attract and select the right people?

An effective selection process was ranked the number one factor in terms of importance when attracting the right people – 58 per cent of heads selecting this method, far ahead of other requirements such as ‘cost-effective recruitment’ and ‘working with recruitment agencies’. ‘Re-advertising’ was ranked most important by a lowly five per cent.

On a scale of one to five, how important are the following for attracting the right people?



Putting an ad in the Times Educational Supplement and selecting an applicant based solely on CV credentials is regarded by many head teachers as a ‘formula for failure’. In many schools, the process of finding and selecting the right teachers has not changed for years. An ad is placed in the local paper or the TES, CVs are reviewed, several candidates are interviewed – provided anyone responds – and an offer is made. Today with the internet, jobs-for-life being a thing of the past and a global economy with hundreds more job categories than ever before, navigating the employment minefield for both teachers and schools can be a tricky business.

The strongest strategy for regularly attracting and retaining quality employees is to implement a thorough recruiting and behavioural-based hiring process to ensure you are selecting the best candidates for the job. Develop a recruitment plan and then track all results so you can clearly evaluate the cost per candidate, per recruitment process. Document the sources that bring applicants to you, so you will know where to invest recruitment funds and where to network to attract the most diverse set of teachers.

As you begin evaluating applicants, use a variety of established pre-hiring assessment tools to determine their knowledge, skills, and abilities.

For example, the best teaching agencies usually conduct a brief telephone interview, a behavioural assessment, hard and soft skills testing and, finally, a behavioural interview. While screening an applicant, use standard questions and consistent scoring methods to keep the results objective and measurable so applicants’ qualifications and results can be compared easily.

It is important to select teachers who exhibit predefined behavioural traits appropriate for your school and its ethos. Study the traits of your current top performers and determine what makes them fit well with your school. While there is no one specific formula that defines the ‘perfect teacher’, certain key behaviours will serve as a guide to finding a diverse pool of candidates with similar traits in addition to having the right teaching qualifications. These include working well under time pressure, being able to handle emotionally stressful situations, being adaptable/flexible and being internally motivated to achieve goals.

You should always consider outsourcing the whole recruitment and selection process. When your own time and that of senior colleagues is taken into account, it is invariably more cost-effective to outsource your recruitment and selection needs.



### Retaining each valued individual

According to Randstad Education figures, every time you have to replace an individual, it costs an average of seven months' salary. Having a high turnover of staff is bad for the pupils and parents and is bad for a school's image. And when the upturn comes, and head teachers need to recruit, a bad school image makes it hard to attract quality candidates. Retention is a science which strengthens organisations and saves needless expense.

According to Randstad Education, there are six fundamental pillars to retention.

**Recruitment:** absolutely basic – get the right person in the first place!

**Reward:** not just a good salary, but also a personally tailored job-related package of benefits.

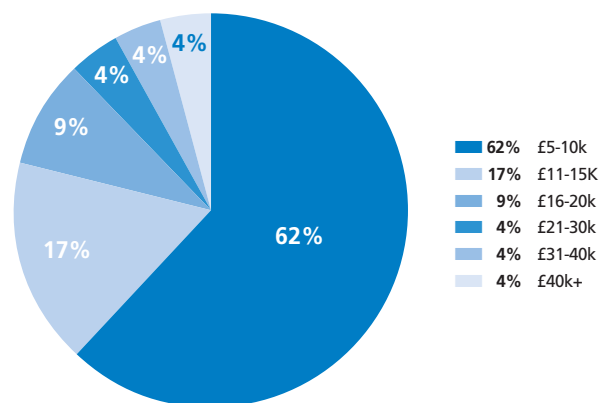
**Onboarding:** ensure staff understand how their job sits in the overall context of the educational establishment.

**Development:** mentor workers, develop their skills, train and support them.

**Management:** manage people well to create engagement and loyalty.

**Culture:** promote communication, integrity, innovation, flexibility and pupil focus.

### what was your recruitment spend last year?



14 per cent of heads invested £21,000 or more in recruitment.

Conversely, the largest group (62 per cent) spent less than £10,000 on recruitment – still a significant sum, of course.

# Q7

## what proportion of my staff is delivering the right outcomes for my students?

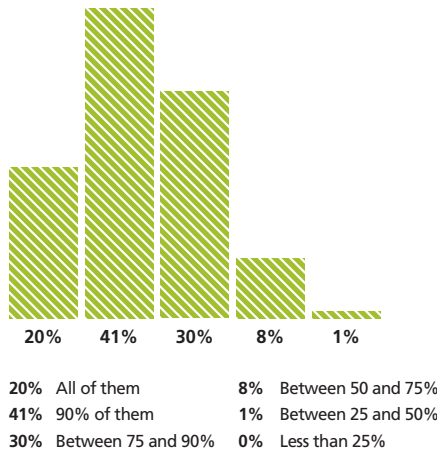
An investigation into the proportion of staff that head teachers consider are delivering the right outcomes for their students had the potential to be the most searching and revealing of the entire survey, so the responses are worthy of close consideration.

The fact that one-fifth (20 per cent) of head teachers volunteered the opinion that 'all of them', i.e. the whole staff, were delivering the right student outcomes, speaks volumes for the achievements of this – rightly – most self-critical of professions.

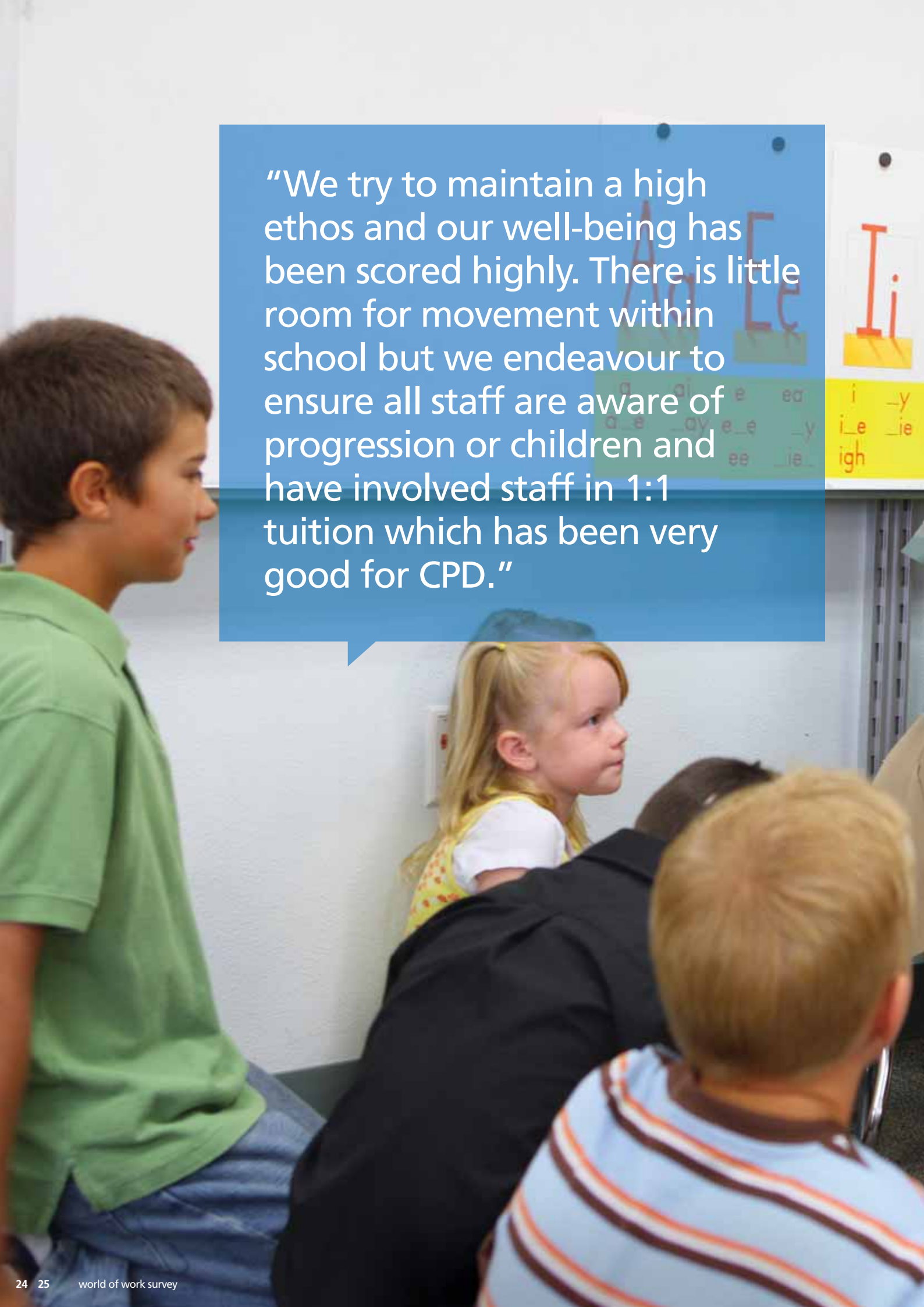
When one adds in the even larger group of heads who – perhaps reluctant to score every single member of their staff at the highest level – rated their achievements at 90 per cent, the 'satisfaction index' as it might be termed, rises to 61 per cent.

In total a remarkable 91 per cent of heads believe that over 75 per cent of their staff delivered the right outcomes.

Of course, readers will readily conclude that this inverts to nine per cent of heads who feel they have some staff falling short of the standards of student outcome delivery they demand. However the majority of these heads rate their proportion of excellent staff at between 50 and 75 per cent – still a figure that would be most desirable in many employment sectors.





A photograph of a classroom. In the foreground, a young boy in a green polo shirt is seen in profile, looking towards the right. Behind him, a young girl with blonde hair in a ponytail, wearing a yellow patterned vest over a white shirt, is also looking right. In the background, a boy with blonde hair is seen from behind, wearing a blue and white striped shirt. The wall behind them is white and has several educational posters pinned to it. One poster features the word 'Apple' in large letters, and another shows the letter 'i' with its lowercase form and a dot. There are also smaller cards with various letter combinations like 'a\_e', 'o\_y', 'e\_e', 'ee', 'ie', 'i\_y', 'i\_e', and 'igh'.

“We try to maintain a high ethos and our well-being has been scored highly. There is little room for movement within school but we endeavour to ensure all staff are aware of progression or children and have involved staff in 1:1 tuition which has been very good for CPD.”

A photograph of a female teacher with long brown hair, wearing a white top and a dark cardigan, sitting on the floor and reading a book to a group of children. The children are sitting around her, listening attentively. In the background, there is a globe on a shelf, a calendar with numbers 1-15, and a purple bulletin board. The scene is set in a classroom.

“Constantly changing the 'goalposts' unsettles staff and children.”

“Too much emphasis is put on constant targets to be met. Both pupils and teaching staff feel under pressure.”

“Leaders need to be energised and given the power to really lead schools in the creation of lifelong learners not hoop jumpers.”



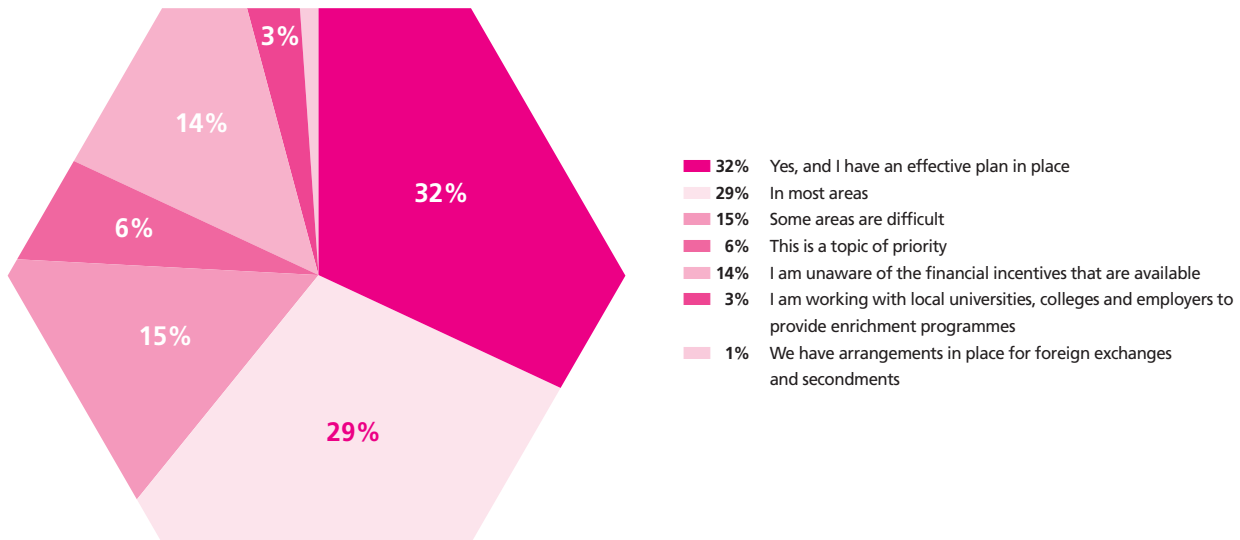
# Q8

## do I know how I should reward my staff, financially and otherwise?

The subject of staff rewards – both financial and otherwise – is an important issue and it was thus of concern that only one-third of head teachers offered the information that they had an effective staff reward plan in place. However, when one accepts the self-critical nature with which most heads appraise their own achievements, it is evidenced that a further 29 per cent feel they have a staff reward plan in most areas.

15 per cent of respondents put forward the entirely understandable argument that ‘some areas are difficult’ when formulating a staff reward plan, with six per cent saying ‘this is a topic of priority’ – presumably admitting, by a process of deduction, that they have no plan at this moment.

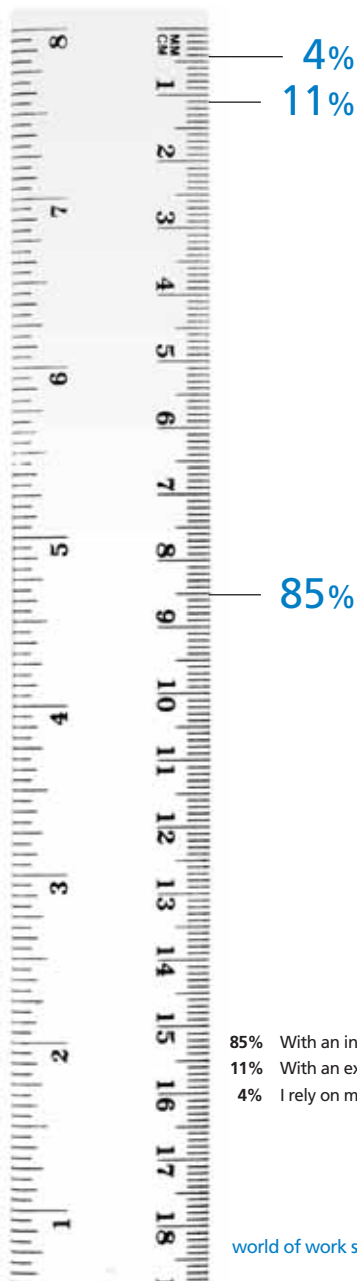
Perhaps the largest area of concern is the contrast between the 61 per cent of heads with an effective plan in most or all areas, and the 14 per cent who volunteer that they are ‘unaware of the financial incentives that are available’ – clearly an area that needs urgent attention in some schools.



# Q9

## how am I ensuring my staff's professional development?

Moving on from the subject of staff rewards we progress into staff development, and study how head teachers are ensuring – or otherwise – the professional development of their teams. 85 per cent of respondents have an ‘internally developed programme’. Recalling the earlier investigation into staff rewards, where some heads acknowledged the difficulties of rewards in some areas and were working with external organisations for enriched ideas, a significant 11 per cent of heads have an ‘externally provided solution’ for staff professional development in place.



But just as in earlier questions, where the small but significant groups of heads without the knowledge, commitment or far-sightedness of the vast majority raised concerns, one must not overlook the four per cent of respondents who ignore the trend for planned professional staff development by admitting that they apparently have no programme in place at all, and instead ‘rely on middle managers to raise issues’.

It may come as a surprise to some readers to discover that teachers value the prospects for continued professional development (CPD) above other factors, including pay levels, when making their choice of school. Any employer serious about becoming an employer of choice should have a CPD programme in place.

Properly planned and managed CPD can help teachers meet their learning and development needs, in line with the professional standards that apply at all stages of their career, equipping them to do their current jobs more effectively and providing them with the skills they need to progress.

The appraisal process is crucial to know when and how to reward staff and highlight professional development needs. One size does not fit all so it is impossible to pin down an individual's requirements without a regular review. In addition, succession and leadership planning – both critical for the success of a school – cannot take place without an appraisal and CPD system in place.

85% With an internally developed programme  
 11% With an externally provided solution  
 4% I rely on my middle managers to raise issues

“As a school, we believe in developing the potential of all staff. This is achieved through clear lines of accountability and distributive leadership for senior and middle leaders. A programme of support for aspiring school leaders is also provided through external CPD programmes such as LftM and Leadership Pathways; as well as internal development opportunities for staff to take on additional whole-school roles. I myself am a participant on the very successful Future Leaders programme which has been fully supported by the school. These measures, along with the right ethos and environment, have led to very low levels of staff turnover (even during a period of special measures) and a resultant rise in standards for our young people.”



# Q10

## how am I developing the next generation of school leaders?

We now move from the present to a look at the future – investigating the development of the next generation of school leaders. Clearly a topic of massive importance, but one that could understandably be overlooked or ‘placed on a back burner’ for the duration of these difficult times.

Education leaders claim to have this aspect under control, with 70 per cent having a ‘leadership talent identification programme’ in place. In addition, a further eight per cent use their own ‘fast-tracking’ identification and progression for bringing on the next generation of school leaders.

However, only 22 per cent of those contacted have a policy of ‘rotating senior managers to expose them to all areas of leadership accountability’.

There is a consensus across education that there will be a shortage of head teachers in the medium-term as the proportion of staff in the top jobs who are nearing retirement age increases. The NAHT describes the situation as a ‘crisis waiting to happen’.

The challenge for a school is to identify key positions that will be necessary for the future, and to develop the skills and abilities that are needed in order to fill such positions.

Assessing the future requirements to fill key positions is not an easy task, but by having access to vital sources of employee information from the appraisals and combining it with the likely work requirements, schools will be able to develop a strategic succession programme.

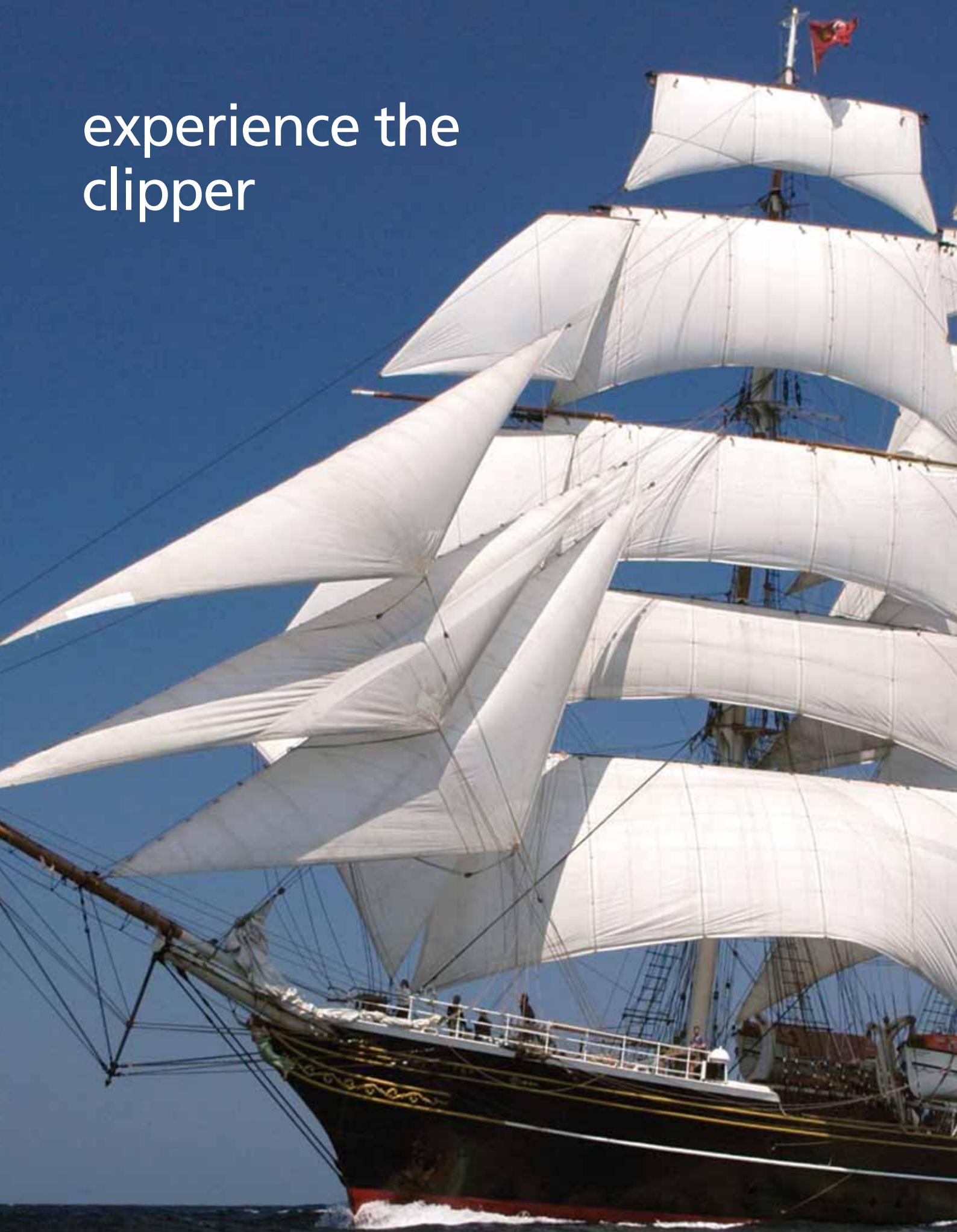
This might not be the stuff of managing a small primary school, but for the large academies and future federations of academies, succession planning will become a matter of HR routine.



70% Leadership talent identification programme  
22% Rotating senior managers to expose them to all areas of leadership accountability  
8% Fast tracking



# experience the clipper





Developing and creating opportunities for individuals is the thinking behind Randstad's corporate sponsorship of the Clipper Stad Amsterdam. This unique vessel is a historical reconstruction of a mid-19th century clipper ship and was built in cooperation with the City of Amsterdam. During construction, the Clipper made important contributions to the lives of the young and unemployed and to school-leavers by offering them valuable training and work experience, and indeed is still being used to train youngsters in the craft of seamanship.

The clipper was named the Stad Amsterdam, referring to the names of the two partners (Amsterdam and Randstad). The name also has historical roots dating back to 1854 and the construction of the first Dutch iron-built clipper, the Amsterdam. Today, the Clipper is used as a training, conference and leisure vessel. The Clipper symbolises the global aspirations of Randstad and conveys the company's international approach, its sporting ambitions, success and the shared pride in its global operation.

# supported by Randstad Education: a survey of leaders, by leaders, for leaders.

As the first specialist business in education leadership recruitment, Randstad Education is taking the lead in appointing the next generation of head teachers, principals, deputies, assistant heads and heads of department into some of the UK's most challenging schools.

Working with school governors and head teachers day in, day out, means that Randstad Education is close to the issues confronting education leaders in today's rapidly changing economic environment. Not only does this enable the company to recruit a new generation of leaders who are skilled and equipped to lead schools successfully through the turbulent waters of public spending cuts and austerity, but it also helps ensure that Randstad Education remains responsive to the wider staffing needs of schools and other organisations.

As a result Randstad Education remains firmly established as the leading UK educational staffing specialist, with its teachers, teaching assistants and lecturers working alongside 135,000 young people each day across 2,500

schools a week, positively shaping their lives in nurseries, schools, colleges and training organisations in all the UK's major urban centres.

Established in 1993, Randstad Education has a network of more than 30 offices throughout the UK and, in addition to a team of leadership recruitment specialists, offers staffing support to schools through dedicated primary, secondary, special needs, early years and further education consultants. Randstad Education has worked closely with the Department for Education (DfE), the Home Office and other government bodies, whilst also being a partner on groundbreaking education research with the Institute for Public Policy Research (IPPR) and the Campaign for Learning.

As a result, the company has pioneered many aspects of educational staffing, from quality controls and systems through to introducing new services for SEN and teaching assistants. Randstad Education Limited is an accredited Investor in People (IIP) organisation, a member of the REC (Recruitment and Employment Confederation) and is accredited with the government's Quality Mark and the international quality standard BS EN ISO 9002.

Randstad Education constantly monitors the social, economic and policy changes which affect the education jobs market, and by sponsoring this survey helps build a detailed picture of what the world of work and education looks like today, and what it might look like tomorrow.



## if it's education leaders you want...

Randstad Education is the leading UK educational staffing specialist, working with over 2,500 schools each week. Its leadership and interim management practice delivers head teachers, academy principals and advisors to a demanding client base, committed to recruiting exceptional leaders. Appointing a new leader is the most important investment a governing body is likely to make. When education establishments try to recruit themselves, the cost can be high but with no guarantees of success.

Those that use Randstad Education increase the likelihood of success by bringing the focused expertise of recruitment specialists to the task, making this the value for money option.

You remain in control throughout, leaving as much or as little of the task to us. However, we are available to cover any aspect of the process from the initial person specification and profile, right down to the final interview.

Contact Randstad Education's leadership recruitment specialists on  
T 0207 400 6060  
E [leadership@randstadeducation.co.uk](mailto:leadership@randstadeducation.co.uk)

# true talent shapes education true knowledge finds it

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