

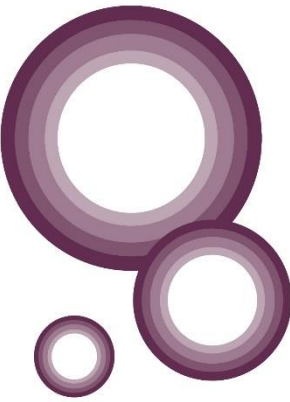
IMPLEMENTING EFFECTIVE FLEXIBLE WORKING PRACTICES IN SCHOOLS

A Webinar for Governors & Trustees

Tuesday 12 October 2021

Muriel Tersago, Timewise

Mandy Coalter, Talent Architects



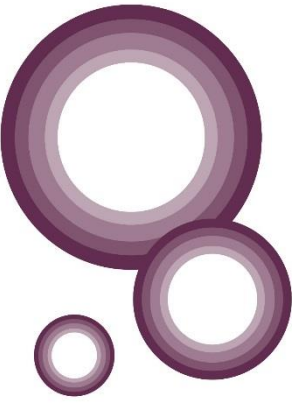
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Welcome



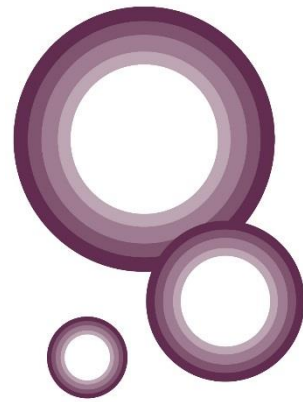
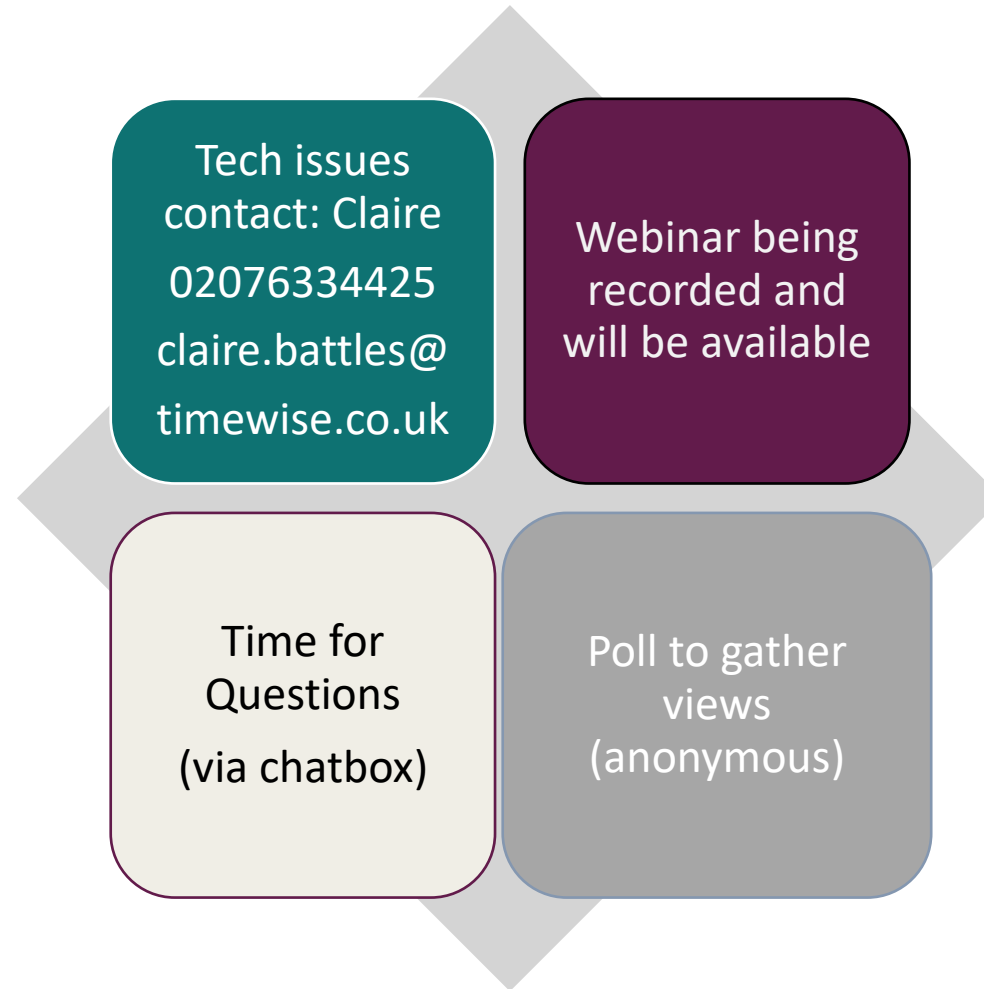
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Today's format



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Research and Campaigns

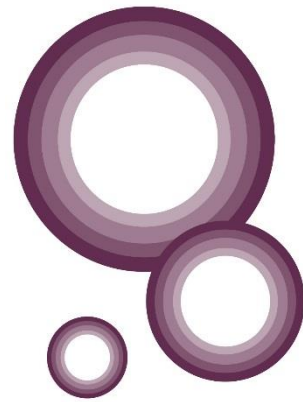
New insight to employers & policy makers to stimulate action to grow a quality flexible jobs market

Change Programmes

Supporting employers & policy makers to drive cultural and operational change on flexible job design and hiring

UK's leading marketplace for good flexible jobs

Growing the quality flexible jobs market for job seekers



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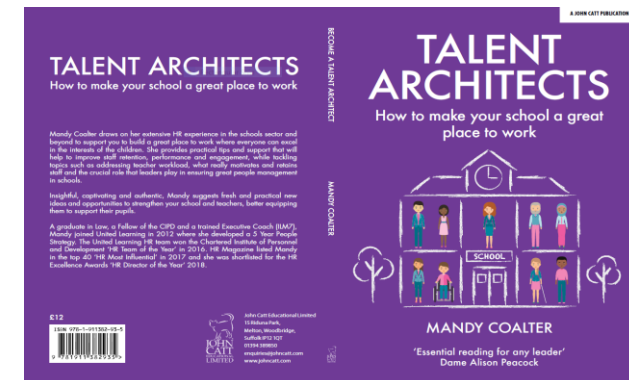
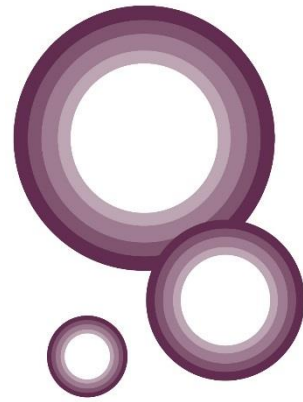
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Talent Architects

- The Talent Architects mission is to help schools become Great Places to Work - book published in 2018
- Provide thought leadership, consultancy, development programmes, coaching and mentoring
- Over 20 years HR experience including many years with schools and trusts
- Mandy is former Director of People at United Learning

TALENT ARCHITECTS



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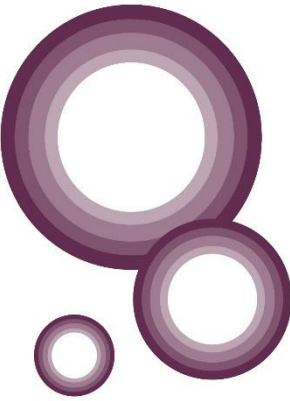


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Agenda

- Implementing flexible working practices in schools/trusts
- Factors to consider in the school/trust environment
- Self-Assessment
- The Panel
- A different way of thinking about flexibility
- A Roadmap and your role
- Further events and resources



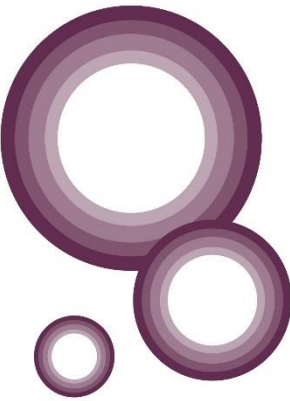
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Implementing Flexible Working Practices in Schools/Trusts



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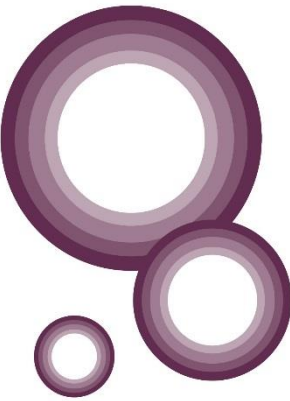


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DfE approach to flexible working and wider package of support for schools

- Supporting schools to implement flexible working forms a core part of the **DfE's 2019 Teacher Recruitment and Retention Strategy**
- DfE recognise the need to attract talented people in a 21st century labour market
- This training is funded by DfE and forms part of DfE's overall strategy to promote flexible working
- To support schools, DfE have published a suite of supportive resources on Gov.uk including non-statutory guidance
- DfE have appointed eight Flexible Working Ambassador Schools



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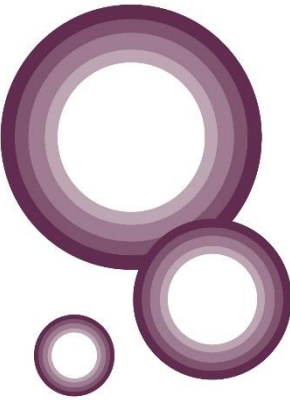
A helpful way of thinking about flexible working

Formal Flex

- ❑ Part-time working and job share
- ❑ Regular, fixed home/remote working
- ❑ Flexi time
- ❑ Regular staggered hours
- ❑ Phased retirement
- ❑ Annualised hours
- ❑ Compressed hours
- ❑ Term time working

Informal Flex

- ❑ Occasional home/remote working
- ❑ Occasional staggered hours
- ❑ Occasional time-off in-lieu arrangements
- ❑ Personal/family time



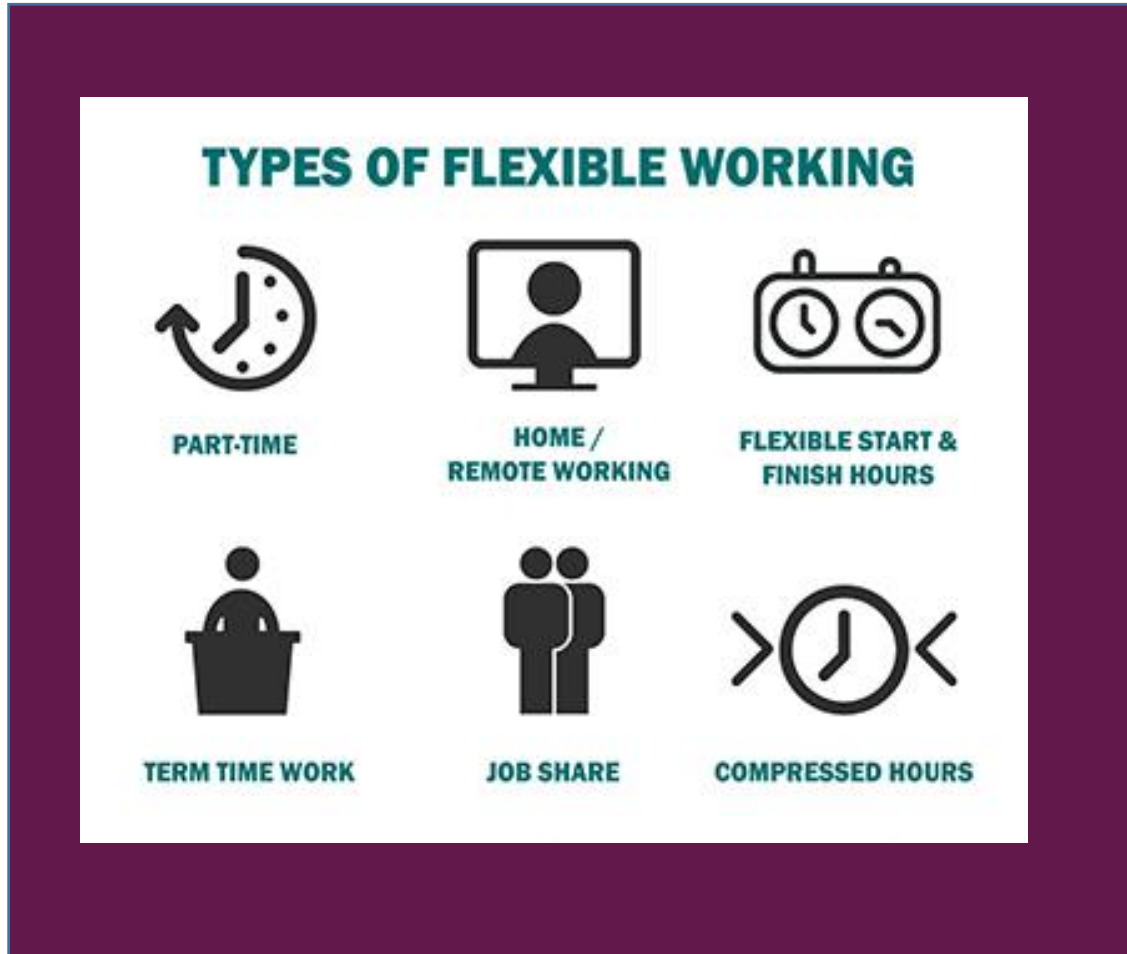
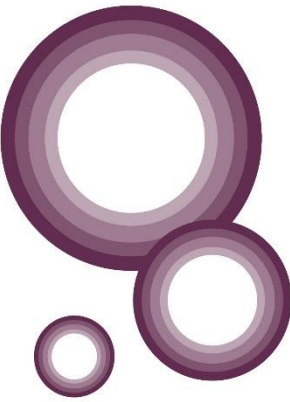
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A helpful way of thinking about flexible working



WHERE work is done

WHEN work is done

HOW MUCH of a role is done

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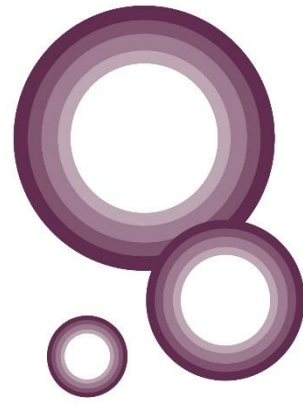
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Why this is important for you in your role

Challenging and supporting your Executive/SLT on how flexible working can support -

- The vision and strategy of the school/trust
- Recruitment and retention context
- The performance and well-being of staff



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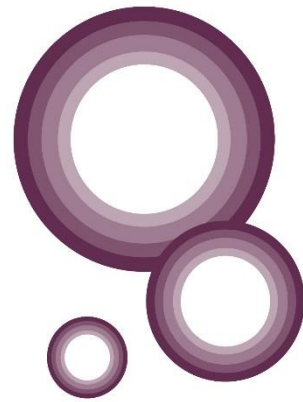
The demand for flexibility across all sectors (pre-Covid)

- 63% of full-time workers already work flexibly
- 87% of UK employees either work flexibly or would like to
- 1 in 4 of all full-time employees would specifically prefer to work part-time and are willing to earn less to do so

Timewise – A Talent Imperative (2017)



The workforce has long been changing



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The impact of Covid

...and covid has accelerated that



75% of workers don't want firms to return to "business as usual" following lockdown

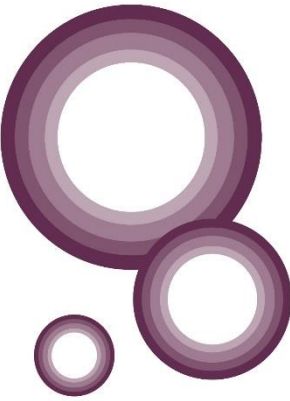
(Business clear air taskforce 2020)

90% are in favour of some remote working

(Business clear air taskforce 2020)

48% of parents and carers hope to make changes to their working patterns after the Covid-19 pandemic (Working families survey, 2020)

HR directors expect **70%** of the workforce will have some form of flexible arrangement after Coronavirus restrictions are fully lifted – a **45%** increase from pre-March 2020 (Pure Profile, 2020)



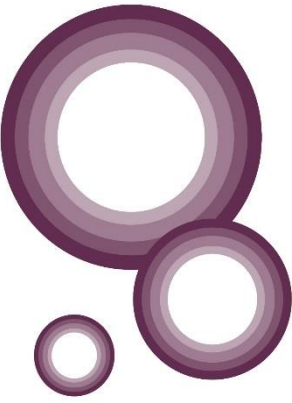
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Flexible working in schools – The Stats



- 29% women teachers work part time vs 35% nationally; 9% vs 11% for men (School Workforce in England, DfE, reporting year 2020; ONS, Apr-June 2021)
- 46% of teacher returners say that lack of flexible and part-time opportunities was a barrier to returning (Evaluation of the Return to Teaching Programme, DfE, 2018)
- Among secondary school teachers who leave the profession, the proportion who subsequently go on to work part-time after leaving **increases by 20 percentage points** (NFER, 2017)
- 23% of full-time teachers would like to reduce their hours (compared to 17% in comparable professions) (*Teacher Labour Market in England, Annual Report*, NFER 2019)
- **Wellbeing:** 89% of teachers working flexibly, when surveyed, stated that they were able to maintain a good work-life balance and manage their workload more effectively; 85% felt their wellbeing had improved by working flexibly (CGR, 2019)

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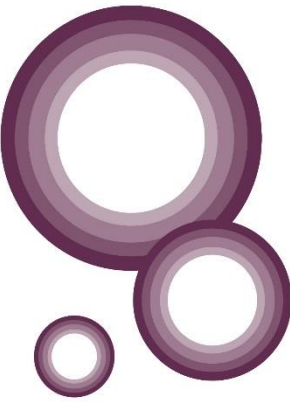


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Practices which may not show in figures

- A lot of informal arrangements, like late starts or free periods where working at home is allowed
- Covid-driven adjustments, like remote CPD and online parent evenings
- SLTs striving to accommodate individual requests
- Schools which advertise roles open to flexibility



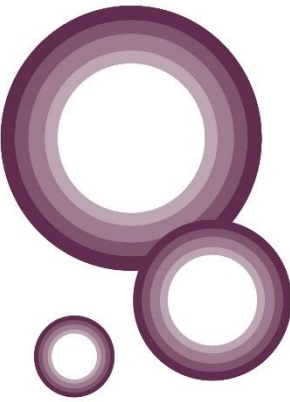
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Factors to consider in the school environment



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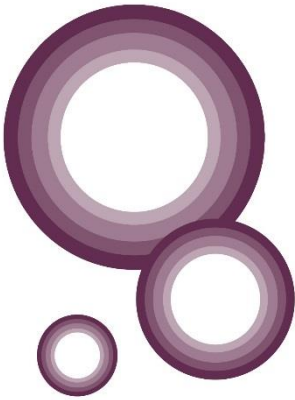
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Obstacles/enablers to flexible working in any sector



Nature of work
Attitudes
Impact on others
Cost
Fairness
Workload
Line Manager

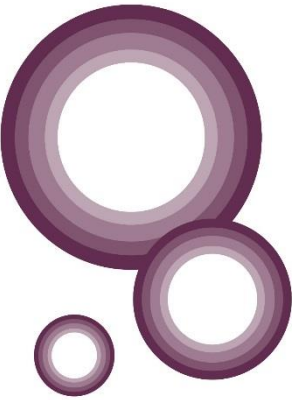


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Factors identified in schools

‘Strategic and operational factors including capacity, resources, budgeting, managing accountability and communications, and ensuring consistent quality of teaching and learning for pupils impact a decision to implement flexibility’ (CGR, 2020)

The quotations below have been taken from a Timewise article

You cannot afford to open the floodgates to requests from everyone

It’s really hard with the timetable

We need consistency of staff for students and need to be sure it won’t impact student outcomes

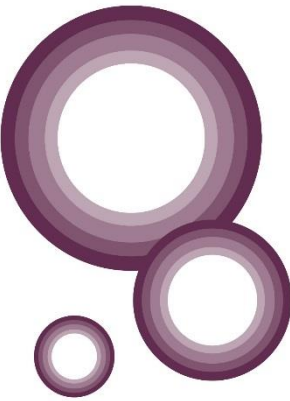
How can you make it fair?

You have to be wary of how much it’s going to cost

You’d have to manage parent expectations

<https://timewise.co.uk/article/building-flexibility-secondary-schools/>

Self-Assessment



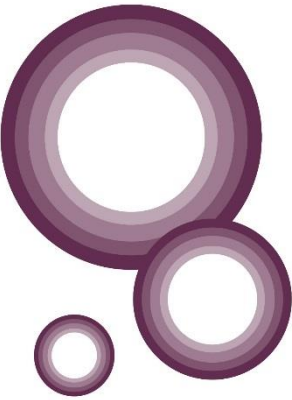
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Self-Assessment



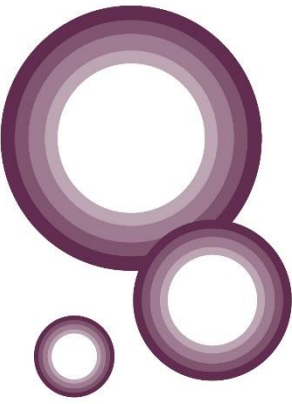
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The Panel



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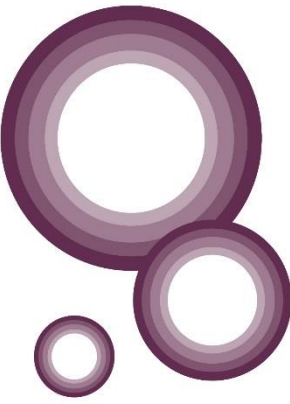
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The Panel

Emma Turner, Research and CPD Lead, Discovery Schools Trust

Tim Gilson, CEO, The Athelstan Trust



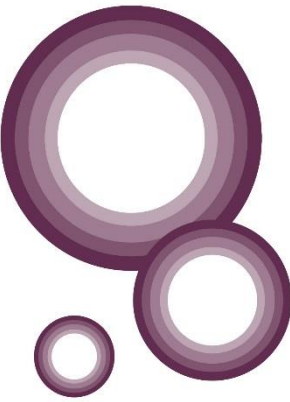
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A different way of thinking about flexibility



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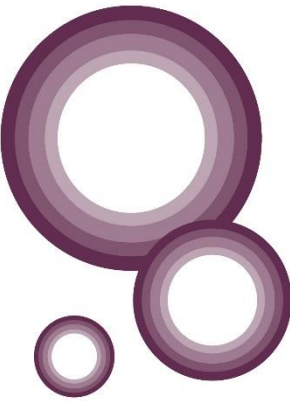
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A new way of looking at flexibility

NFER Part time teaching and flexible working in secondary schools 2019

"Schools with high proportions of staff working part time tended to adopt a proactive approach towards part time and flexible working rather than responding to teachers' requests on an ad hoc basis. They took a systematic approach, which required flexibility on both sides. This included issuing an annual request to teachers asking for any requests to change their working pattern in the next academic year. School leaders then checked whether they could make teachers' requests fit with the timetable and staffing before negotiating with staff. This was much easier to achieve when teachers were willing to be flexible too."

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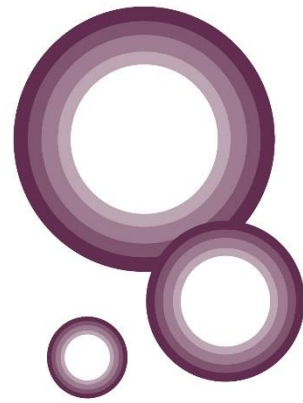
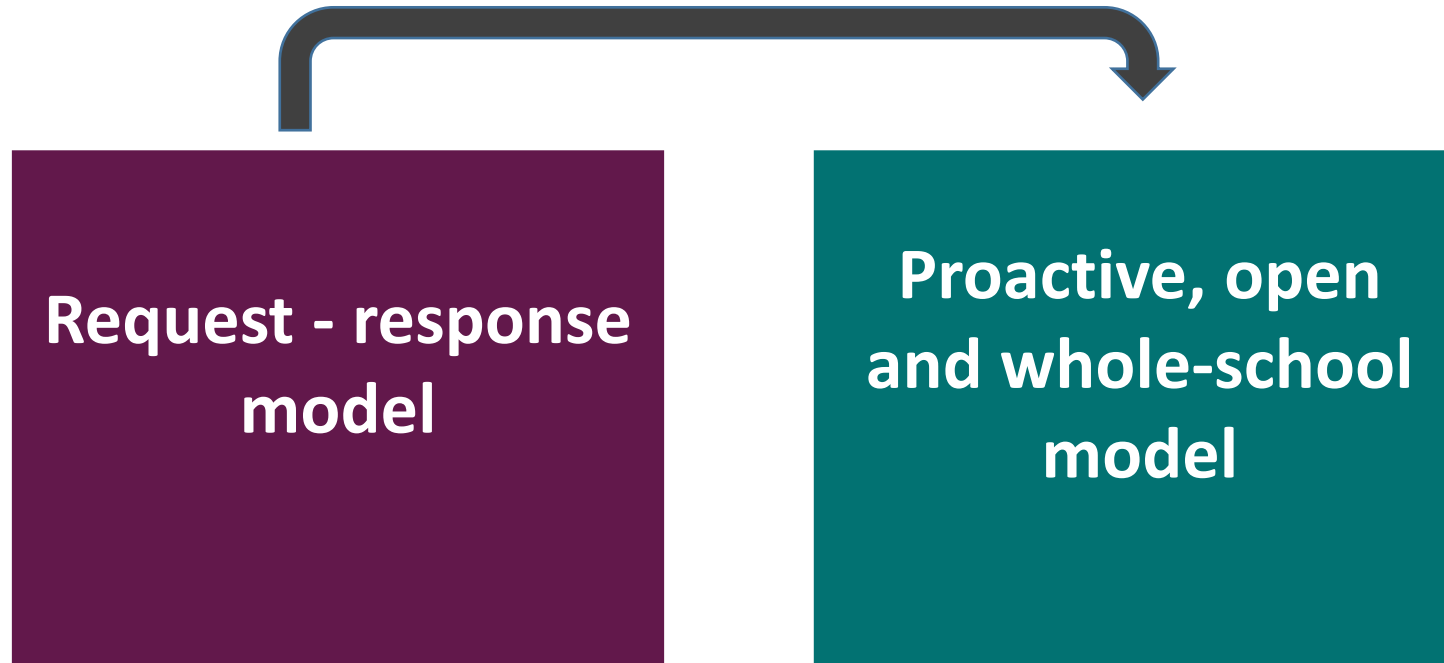
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A new way of looking at flexibility



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Request - response model

Characterised by

- Mainly formal applications, usually around childcare
- Sense of finite number possible
- 'Merit' of reason
- Feels unfair
- Legacy agreements
- Onus on headteacher to manage
- Roles considered in isolation



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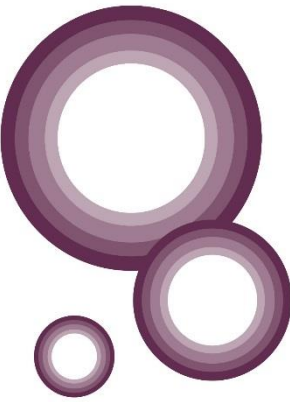
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Proactive, open and whole-school model

Characterised by

- A range of formal and informal arrangements
- Individual and school-wide arrangements
- Open and informal conversations about needs and preferences
- Different points/paths to discuss flexibility
- Lean towards reason-neutral
- Use flex job design (where and when) to look at parts of a job
- Shared accountability



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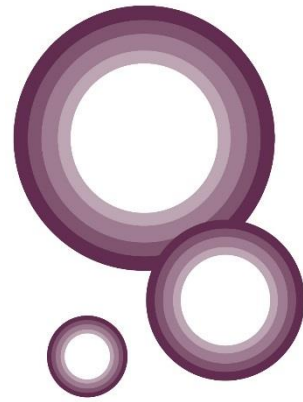
Some case studies

- United Learning
- White Meadows Primary Schools
- Shoreham Academy

<https://www.gov.uk/government/collections/flexible-working-resources-for-teachers-and-schools#flexible-working-case-studies>

- Huntington School

<https://timewise.co.uk/article/school-half-teachers-part-time-how-they-make-it-work/>



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A Roadmap and Your Role



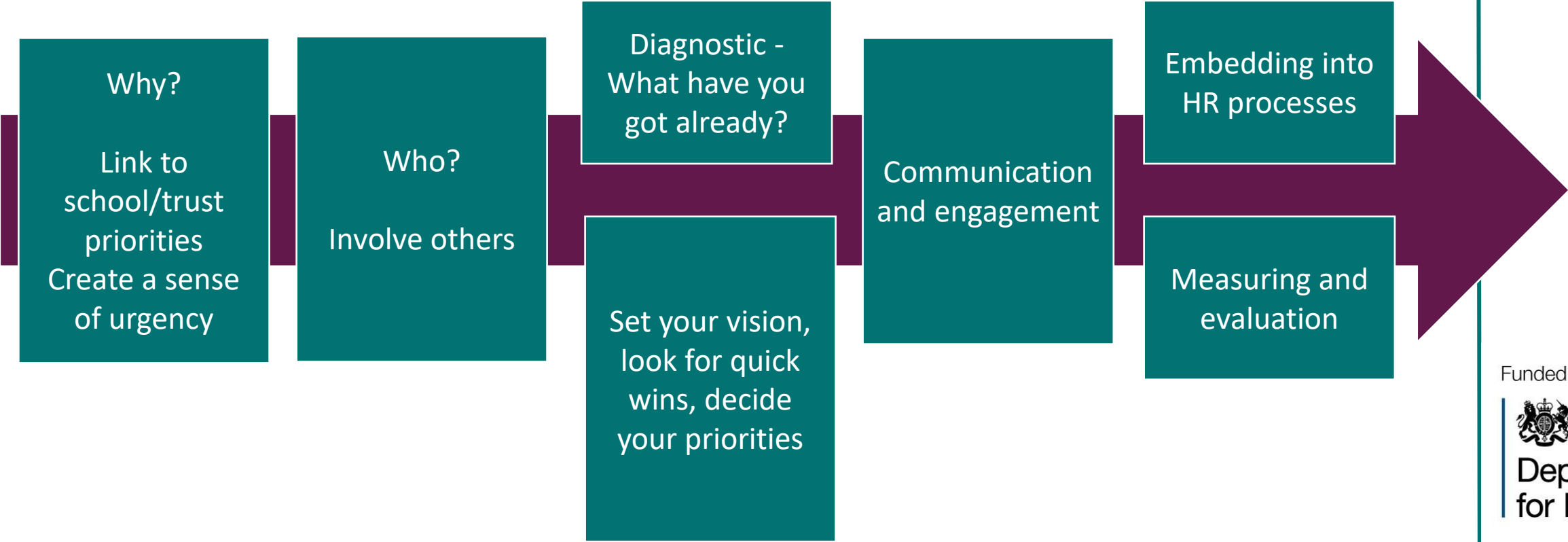
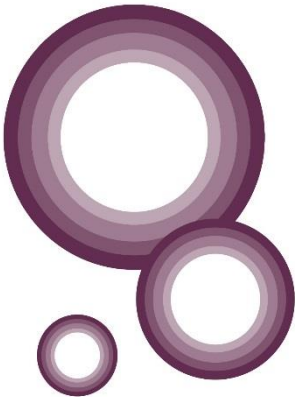
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A Roadmap



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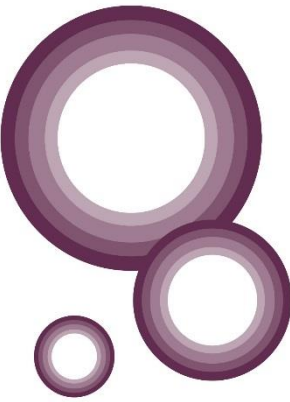


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Linking to School/Trust Vision and Strategy

- ❑ In what ways can flex and part time working support your school/trust's vision and strategy?
- ❑ What has been learnt from covid that you can take forward?
- ❑ Would more flexibility support well-being?
- ❑ Is it applicable to all roles? (Yes)
- ❑ Would it give you access to a bigger talent pool for recruitment?
- ❑ Can it address retention issues? Can it help you retain and support older staff?
- ❑ Can it create development or progression opportunities?



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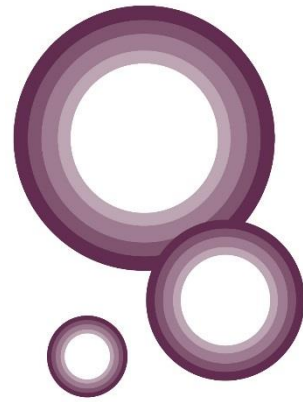
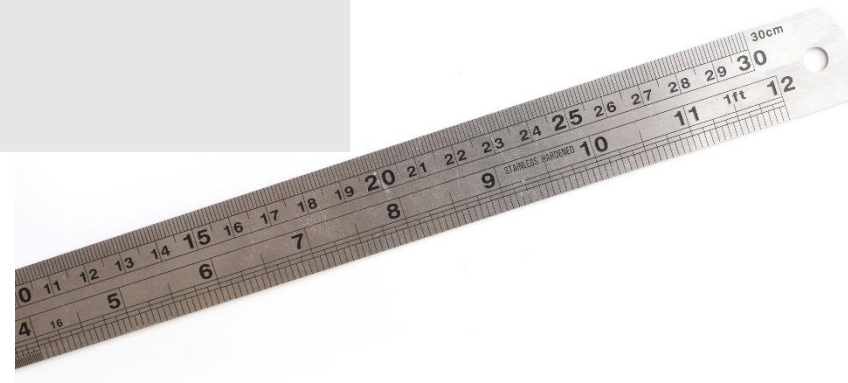
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Monitoring and evaluation

Over time:

- Staff wellbeing
- Staff retention
- Recruitment: who is applying, who is joining, spend
- Range and number of flex arrangements
- Financial impact
- Diversity and GPG
- (Pupil progress)



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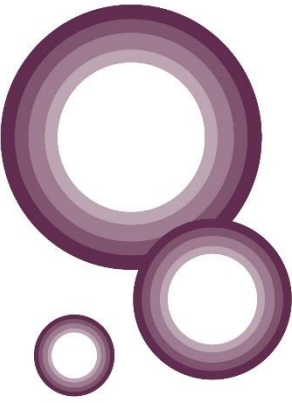
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Reflection



What are your take-aways from today in your role?

Jot them down



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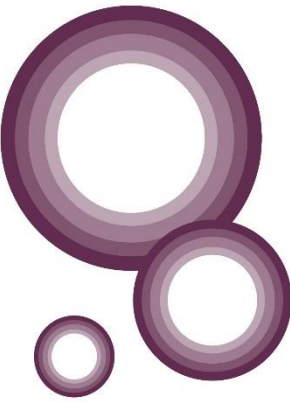
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Further events and resources

- **Q&A** for you on **Tuesday 09 November, 2pm** - please use the chatbox now and post-webinar survey to indicate which topics would be helpful to cover*
- **Drop-in clinics:** 2pm on **05 January** and **25 January 2022***

*Zoom invitations will be emailed to you



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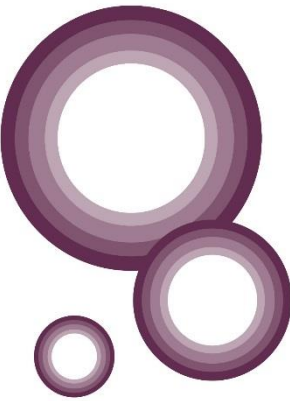


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Further events and resources

- DfE resources (<https://www.gov.uk/government/collections/flexible-working-resources-for-teachers-and-schools>)
- <https://teaching-vacancies.service.gov.uk/>
- www.gov.uk [EdTech demonstrator schools and colleges: about the programme - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/collections/edtech-demonstrator-schools) and schools can access support via [EDTECH Demonstrator Programme \(ucst.uk\)](https://www.edtech.gov.uk).
- FWAS – Flexible Working Ambassador Schools (<https://www.gov.uk/guidance/flexible-working-ambassador-schools>)



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Further events and resources

- Timewise resources: (provide links) provides guidance and FAQs
 - [https://timewise.co.uk/article/new-normal-education-flexible-working-guidance-for-schools/?](https://timewise.co.uk/article/new-normal-education-flexible-working-guidance-for-schools/)
 - <https://timewise.co.uk/article/your-questions-answered-exploring-options-for-flexible-working/>
 - <https://timewise.co.uk/wp-content/uploads/2020/05/Timewise-People-Manager-guide-2020.pdf>
- NGA: [https://www.nga.org.uk/getmedia/fab9a2ca-4fc3-421b-9263-7eabfffb5317/NGA-ASCL-NAHT-Guide-to-Being-Strategic-\(Oct2020\).pdf](https://www.nga.org.uk/getmedia/fab9a2ca-4fc3-421b-9263-7eabfffb5317/NGA-ASCL-NAHT-Guide-to-Being-Strategic-(Oct2020).pdf)



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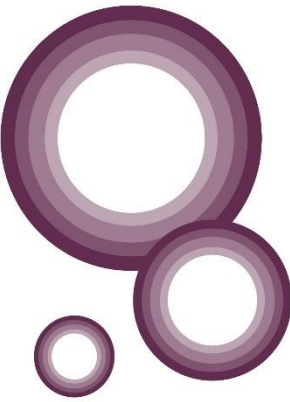


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Poll

please respond
(anonymous)



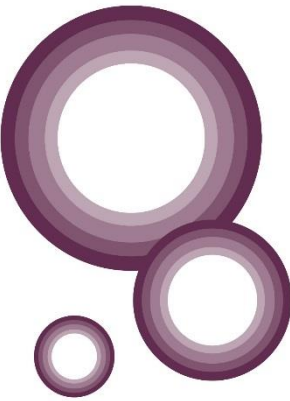
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Thank You



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