

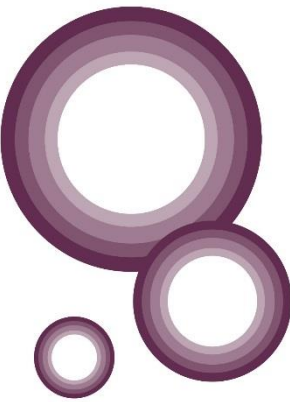
IMPLEMENTING EFFECTIVE FLEXIBLE WORKING PRACTICES IN SCHOOLS

A Webinar for School Business Professionals and HR

Wednesday 06 October

Muriel Tersago, Timewise

Mandy Coalter, Talent Architects



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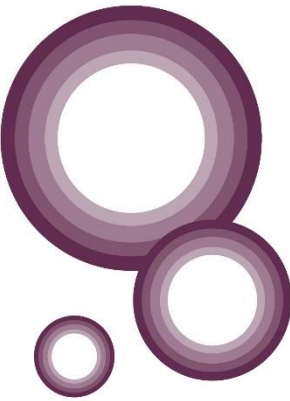
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TALENT THROUGH FLEXIBILITY

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Welcome



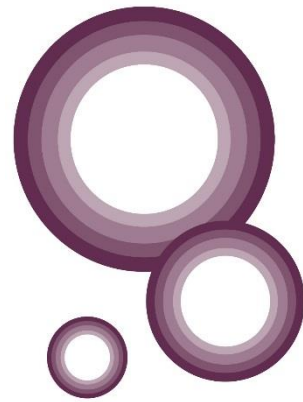
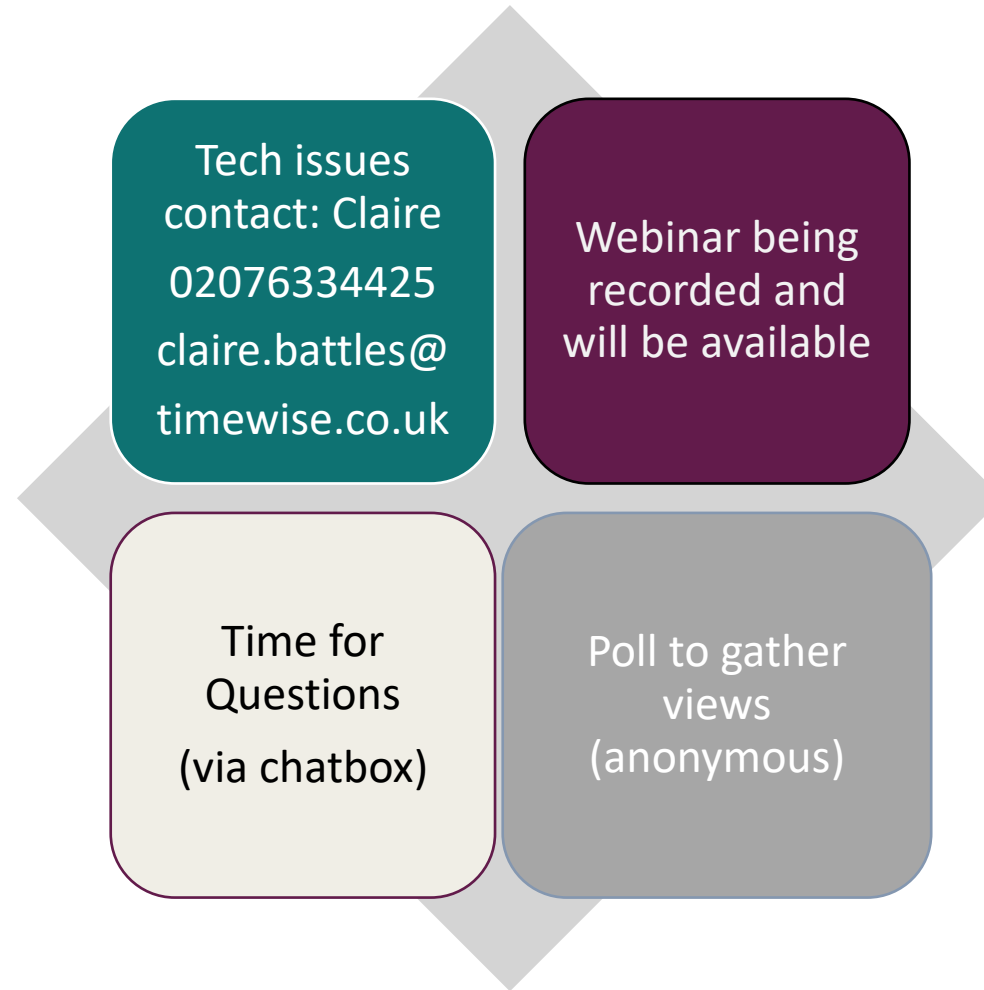
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Today's format



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Research and Campaigns

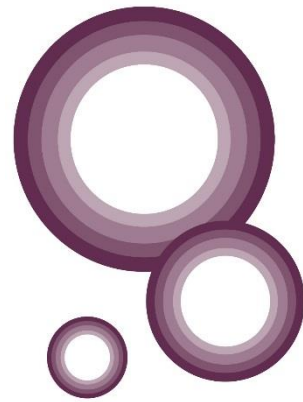
New insight to employers & policy makers to stimulate action to grow a quality flexible jobs market

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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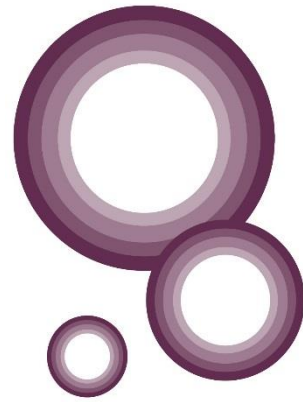


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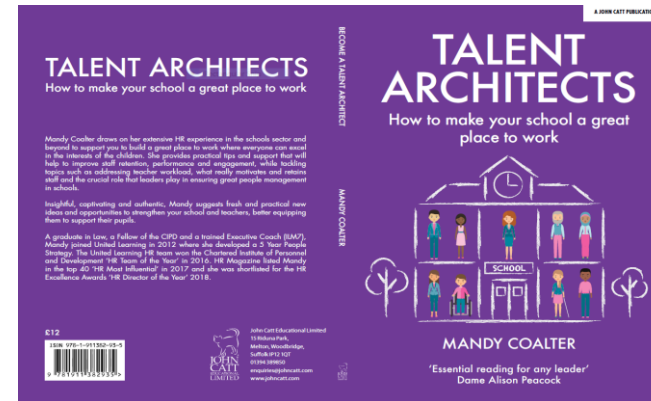


Talent Architects

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
- Mandy is former Director of People at United Learning



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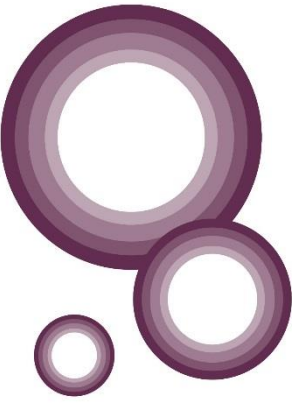


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Agenda

- Implementing flexible working practices in schools
- Factors to consider in the school environment
- Self-Assessment
- The Panel
- A different way of thinking about flexibility
- A Roadmap and how you can support your headteachers
- Further events and resources
- Questions



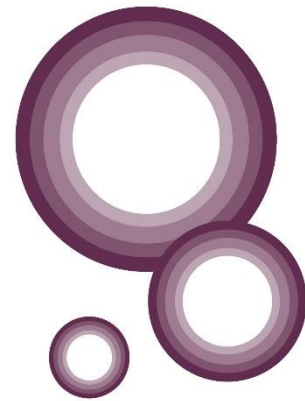
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Implementing Flexible Working Practices in Schools



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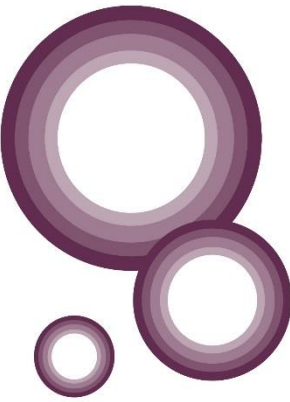


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DfE approach to flexible working and wider package of support for schools

- 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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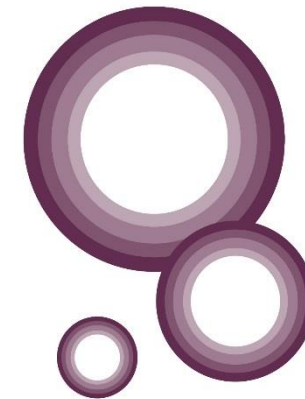
A helpful way of thinking about flexible working

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



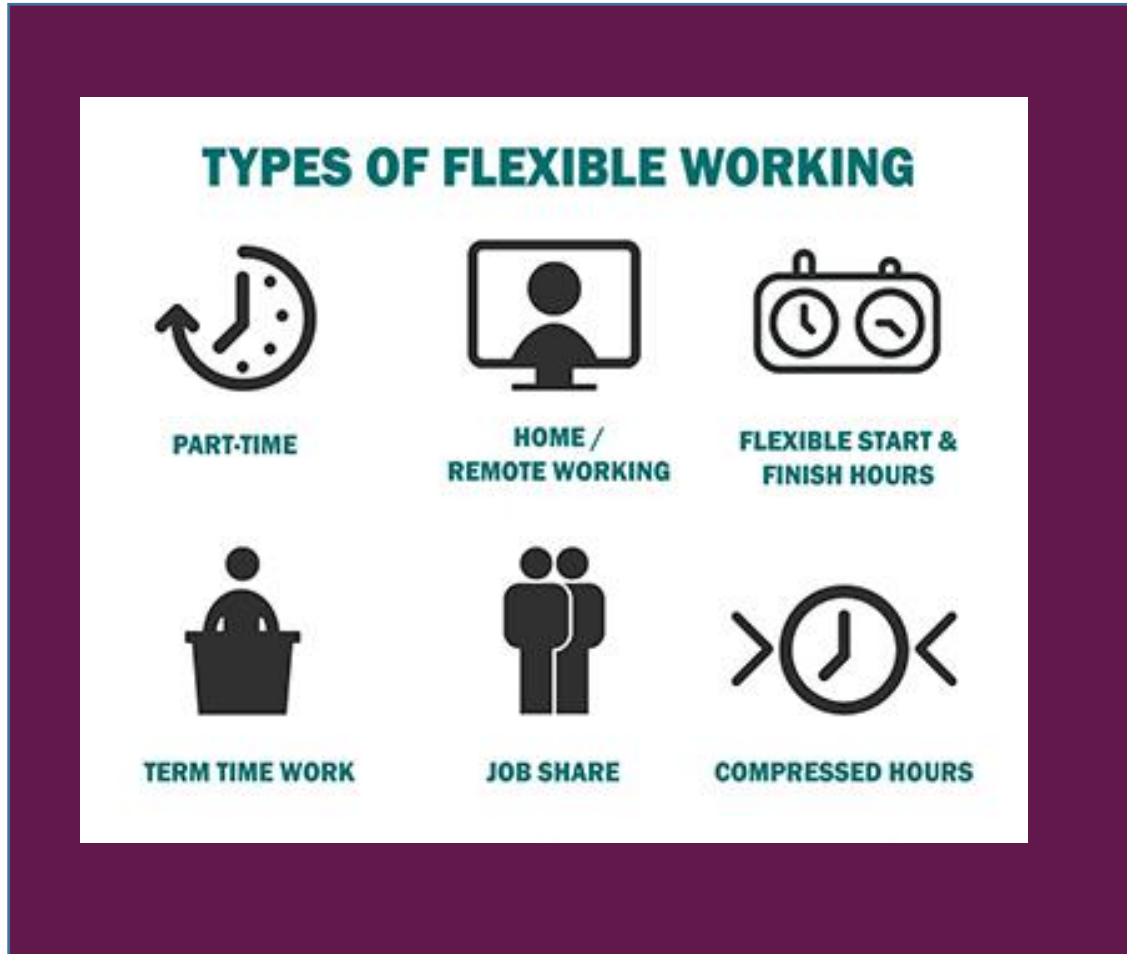
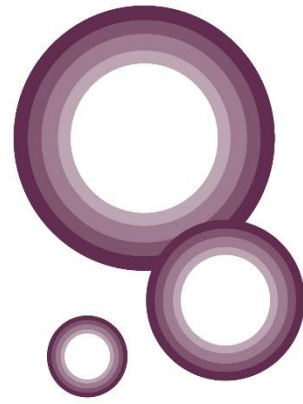
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A helpful way of thinking about flexible working



WHERE work is done

WHEN work is done

HOW MUCH of a role is done

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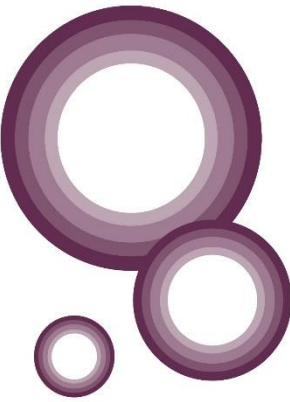


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Why this is important for you

- Your role in workforce planning and budgeting
- Compliance in managing flexible working requests
- Managing flexibility within your own teams
- Considering for yourself
- Supporting your headteacher in enabling more flexible working



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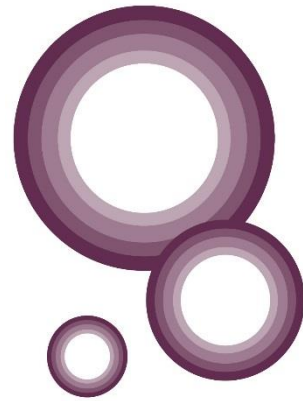
The demand for flexibility across all sectors (pre-Covid)

- 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

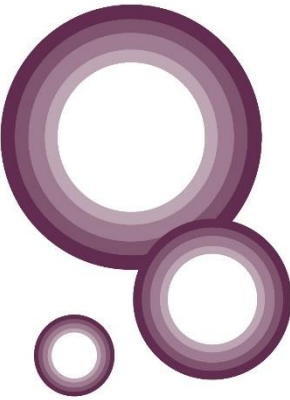
(Business clear air taskforce 2020)

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)



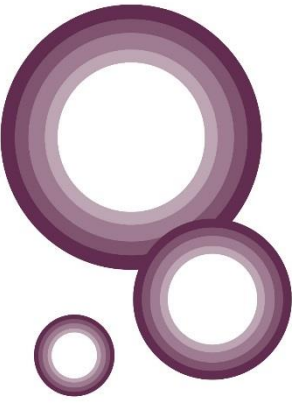
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Flexible working in schools – The Stats



- 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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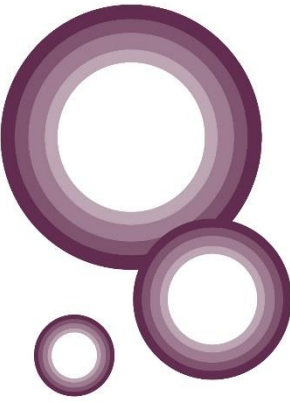


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Practices which may not show in figures

- 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



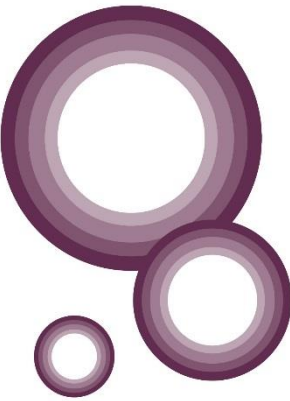
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Factors to consider in a school environment



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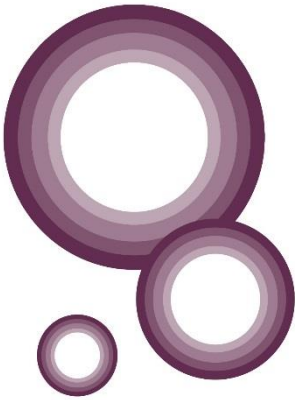
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Obstacles/enablers to flexible working in any sector



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



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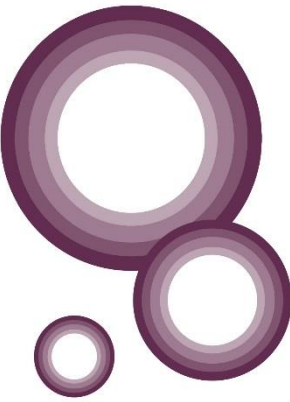
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Reflection



Jot down some of your ideas around concerns and enablers for flexible working in a school

Share on the chat function.



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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

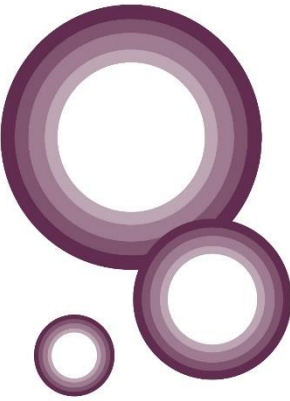
We need consistency of staff for students and need to be sure it won’t impact student outcomes

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/>



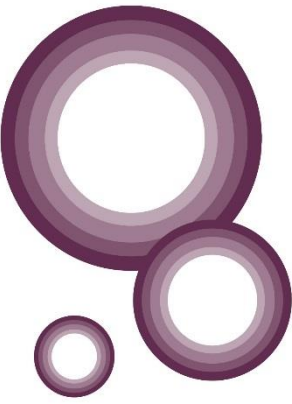
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Self-Assessment



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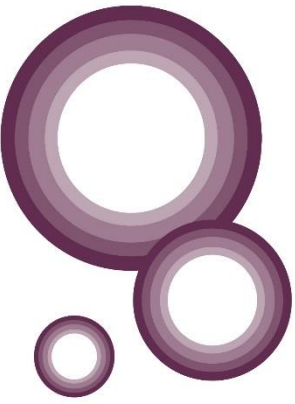
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Self-Assessment



Where is your school on the curve?

Why?



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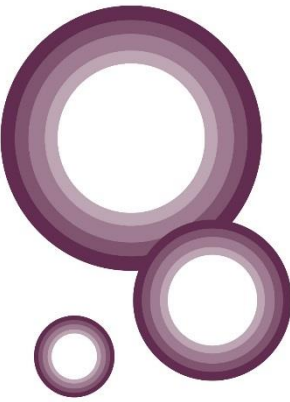
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Self-Assessment

What is the value in this as an exercise?

- Starting point in discussion and opportunity for challenge
- Opportunity to compare staff and leadership views
- Allows you to consider different aspects of flex - is the policy clear, is it a recruitment tool, is it open to all, how is demand vs opportunity, ...
- Provides a useful tool to think about 'moving up the curve'

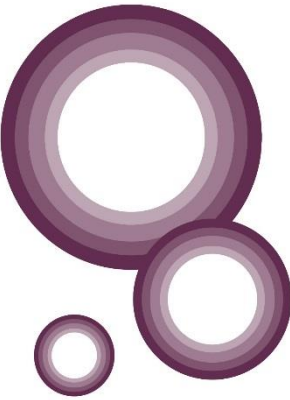


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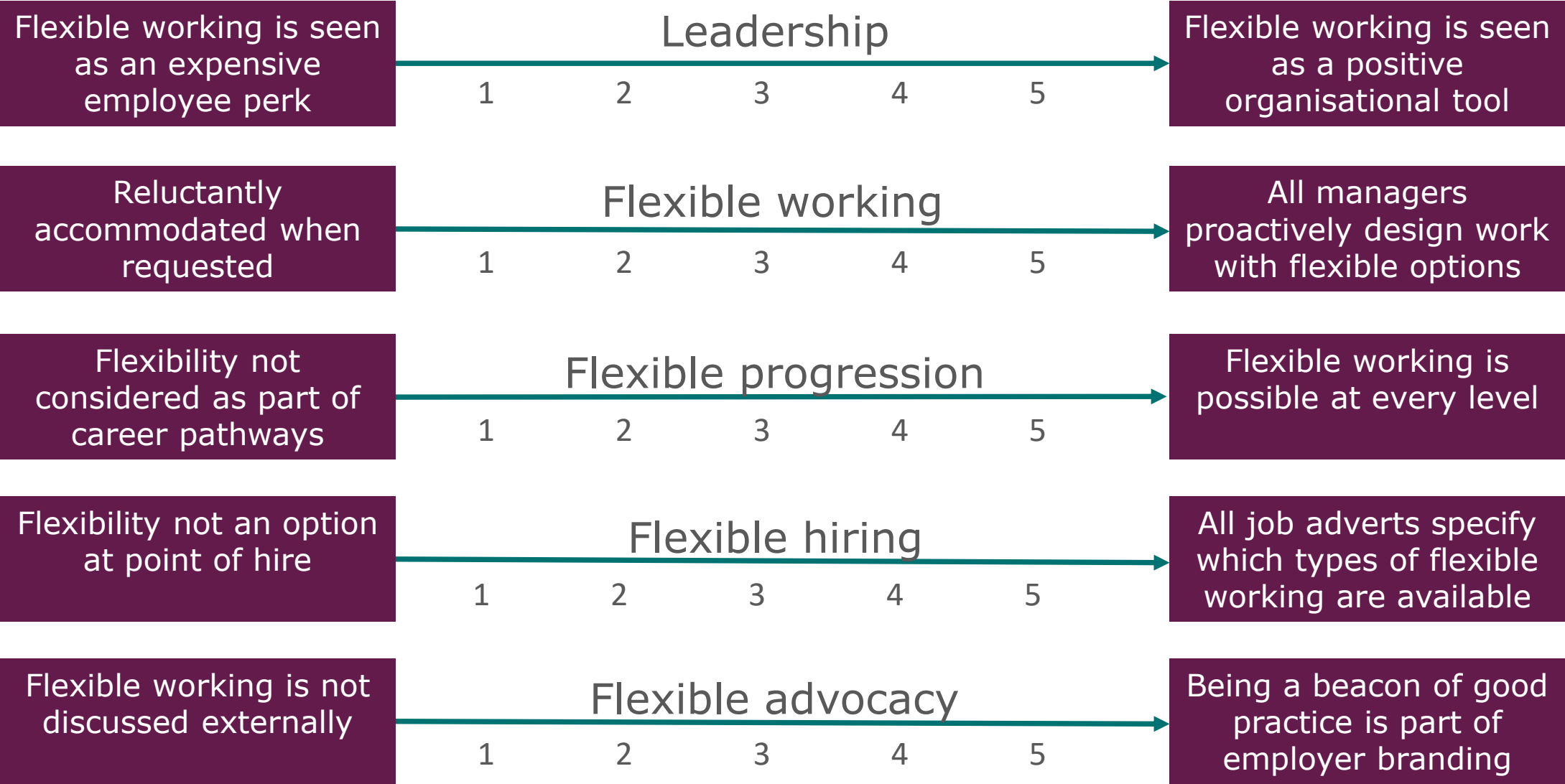
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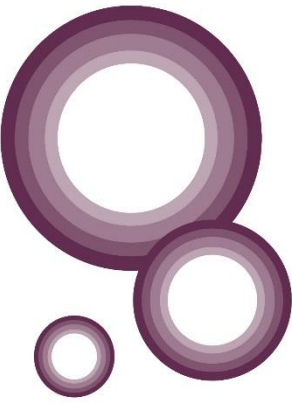
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Understanding where you are and could be



The Panel



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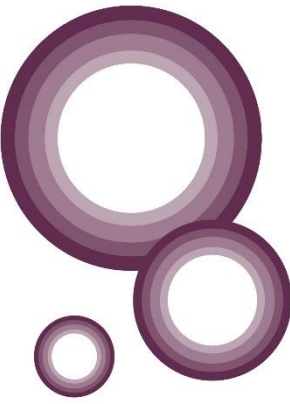
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The Panel

Jill Fuller, Head of Employee Relations, Academies Enterprise Trust

Lindsay Patience, Co-founder, Flexible Teacher Talent; Economics teacher and Oxbridge Co-Ordinator, Putney High School



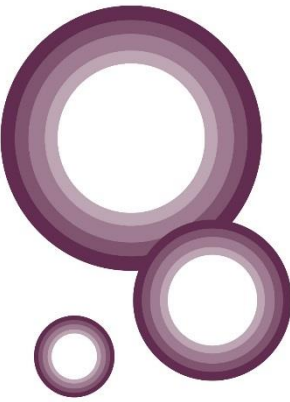
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A different way of thinking about flexibility



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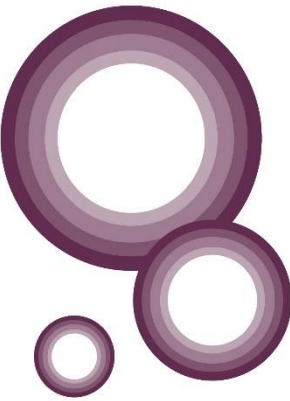
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A new way of looking at flexibility

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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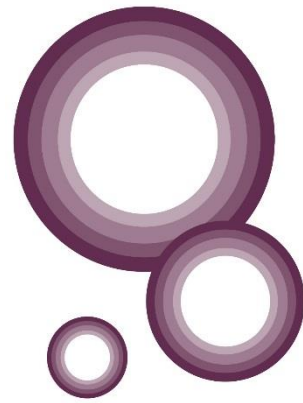
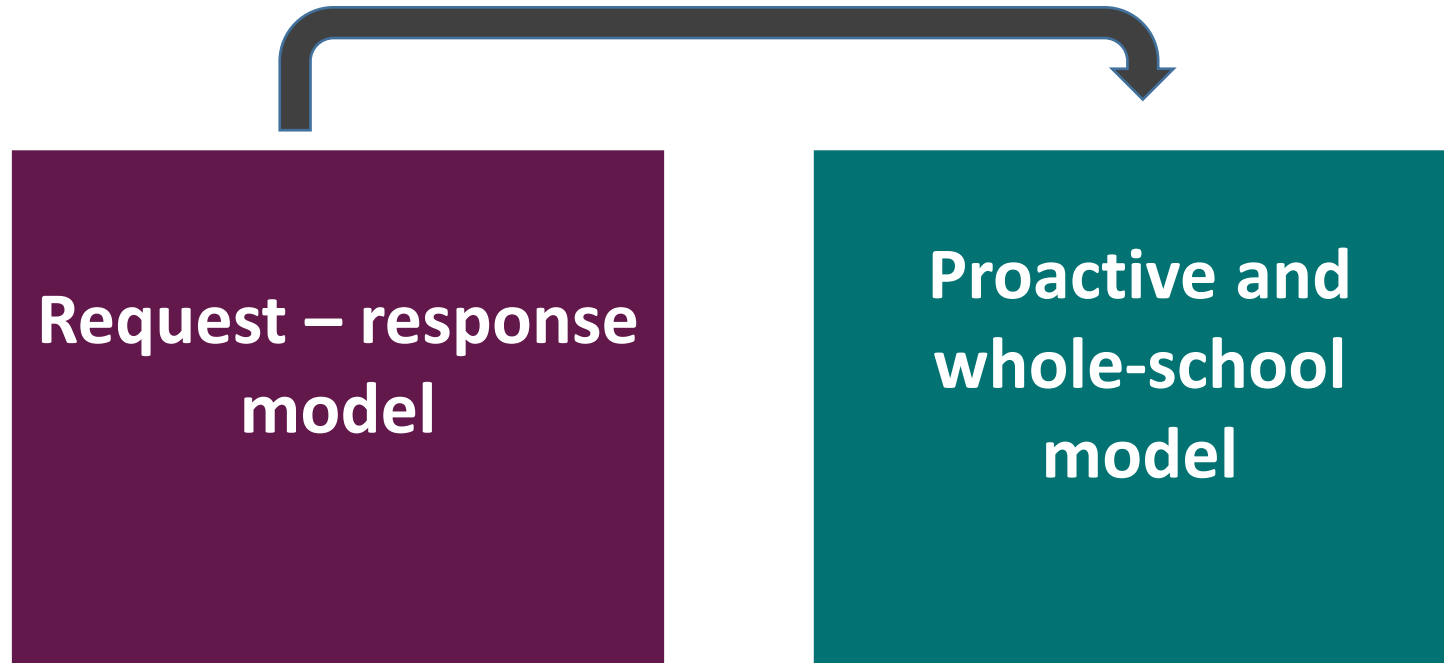
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A new way of looking at flexibility



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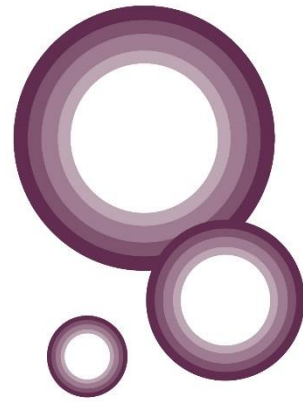
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Request – response model

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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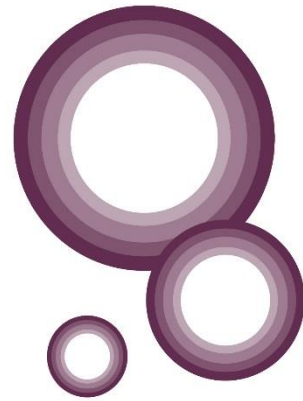
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Proactive, open and whole-school model

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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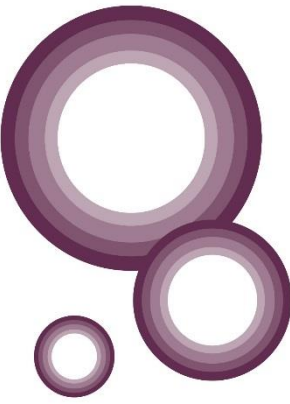
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Reflection



Reflect on what you've heard in the light of your school. Jot down which points you would raise with your Head for discussion.



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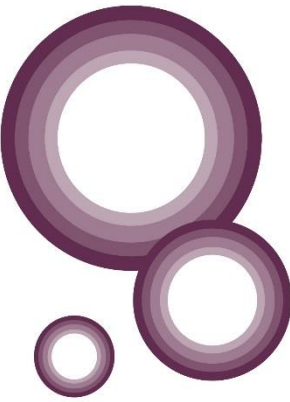


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Some case studies - United Learning

- Reviewed Trust flexible working policy and guidance – more focus on informal discussions and win-win
- Rolled out toolkits and guidance using Headteacher champions to spearhead campaigns
- Trained HR to enable them to support and challenge schools
- Worked with several schools to test approaches



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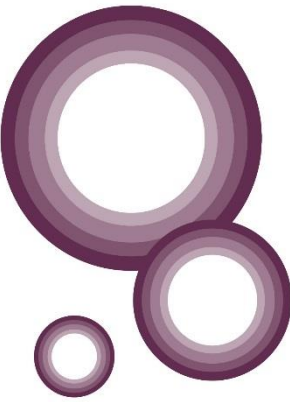


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Some case studies - White Meadows Primary

- Challenging context for recruitment and retention
- Led from the top including senior leaders working flexibly
- Proactive conversations with staff and patterns include job shares and cover for PPA
- School moved for SM to Good and staff retention significantly improved



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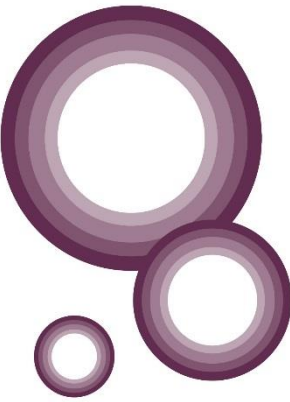


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Some case studies - Shoreham Academy

- Coastal school with challenges recruiting
- A number of talented teachers approaching retirement
- Proactive career conversations
- Phased retirement and many older teachers stayed working part-time



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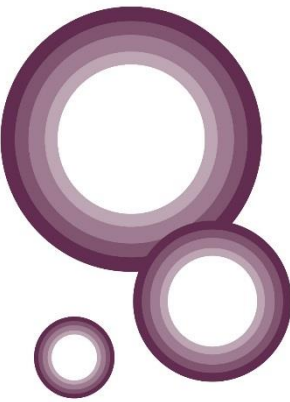
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Some case studies - Huntington School

- Takes a proactive whole school approach
- Discussion with everyone before planning curriculum and timetable
- Outstanding school, good progress score, high staff retention

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



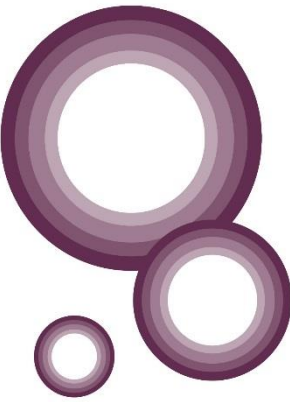
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A Roadmap - steps you can take to support your Head



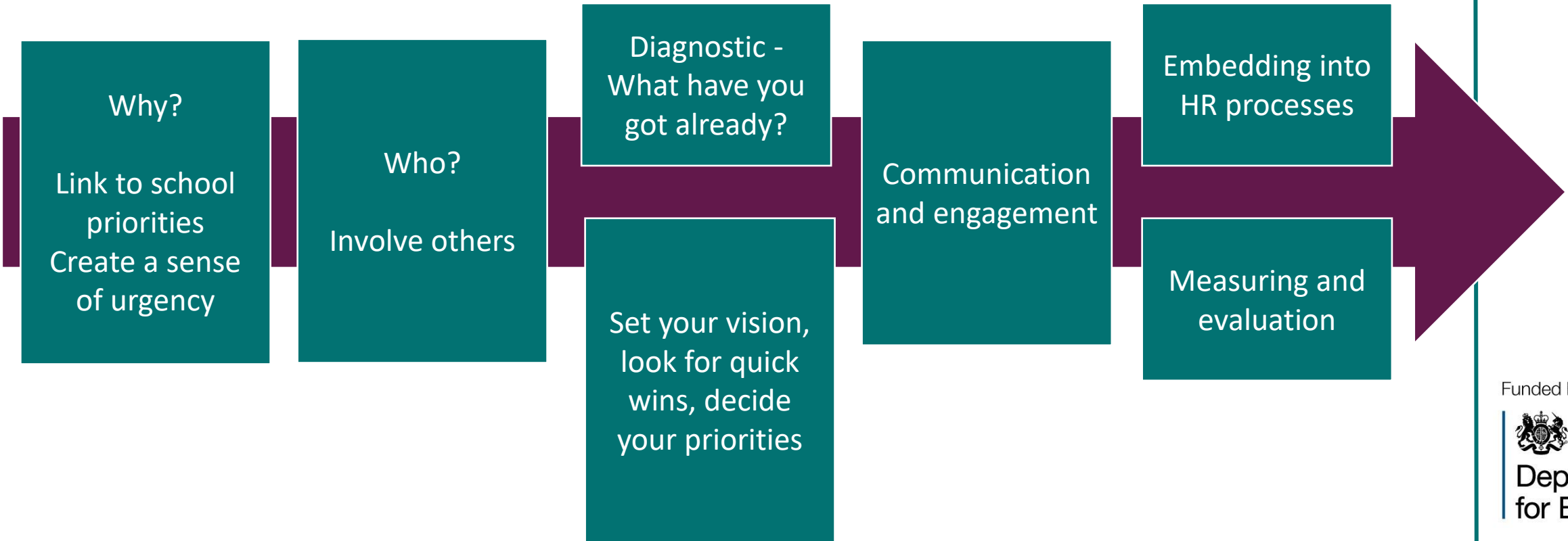
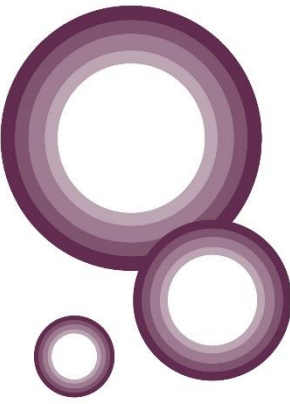
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A Roadmap



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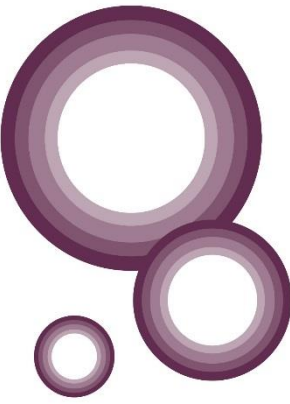
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Where are you starting from?



- **Lower down the curve:** treat this as a change project - Why is it important to you? Who can you involve? What would you like to see in a year's time and what are some Quick Wins?
- **Midway:** this is organisation development - What further improvements can you make? Do staff feel the same as you do? What's good practice and how do you stack up against it?
- **Higher up:** this could be really innovative - Can you become an advocate for other schools or trusts? How can you further challenge yourself to be an outstanding employer?



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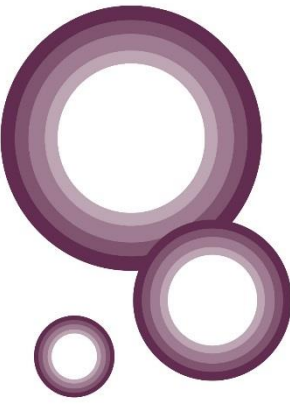
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Flex Working Policy and Process



Review flex working policy and guidelines



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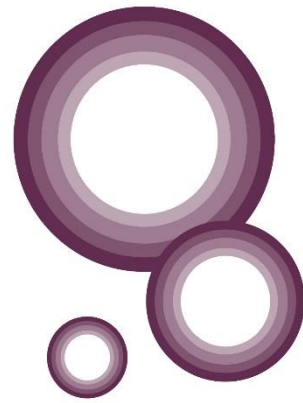
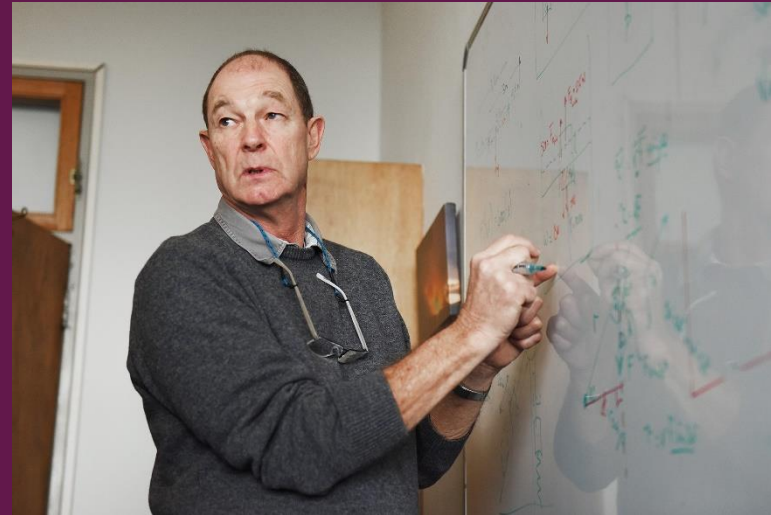
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Phased Retirement

Explore phased retirement and how to discuss with individuals in order to

- Retain experienced teachers at a reduced cost
- Support individuals with well being and caring commitments
- Help succession planning



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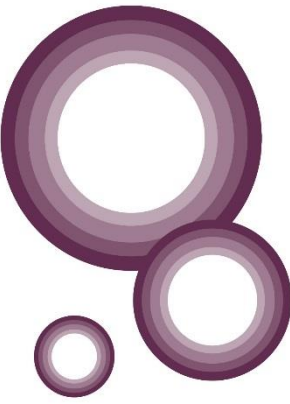
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Identifying Relevant Data



Including

- Number of part time staff
- Recruitment: spend, number of candidates, conversion
- Attrition



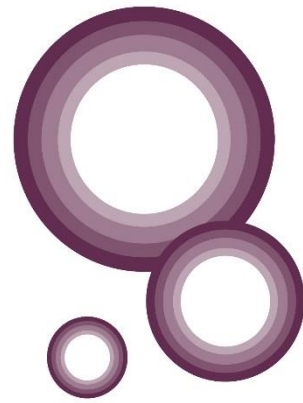
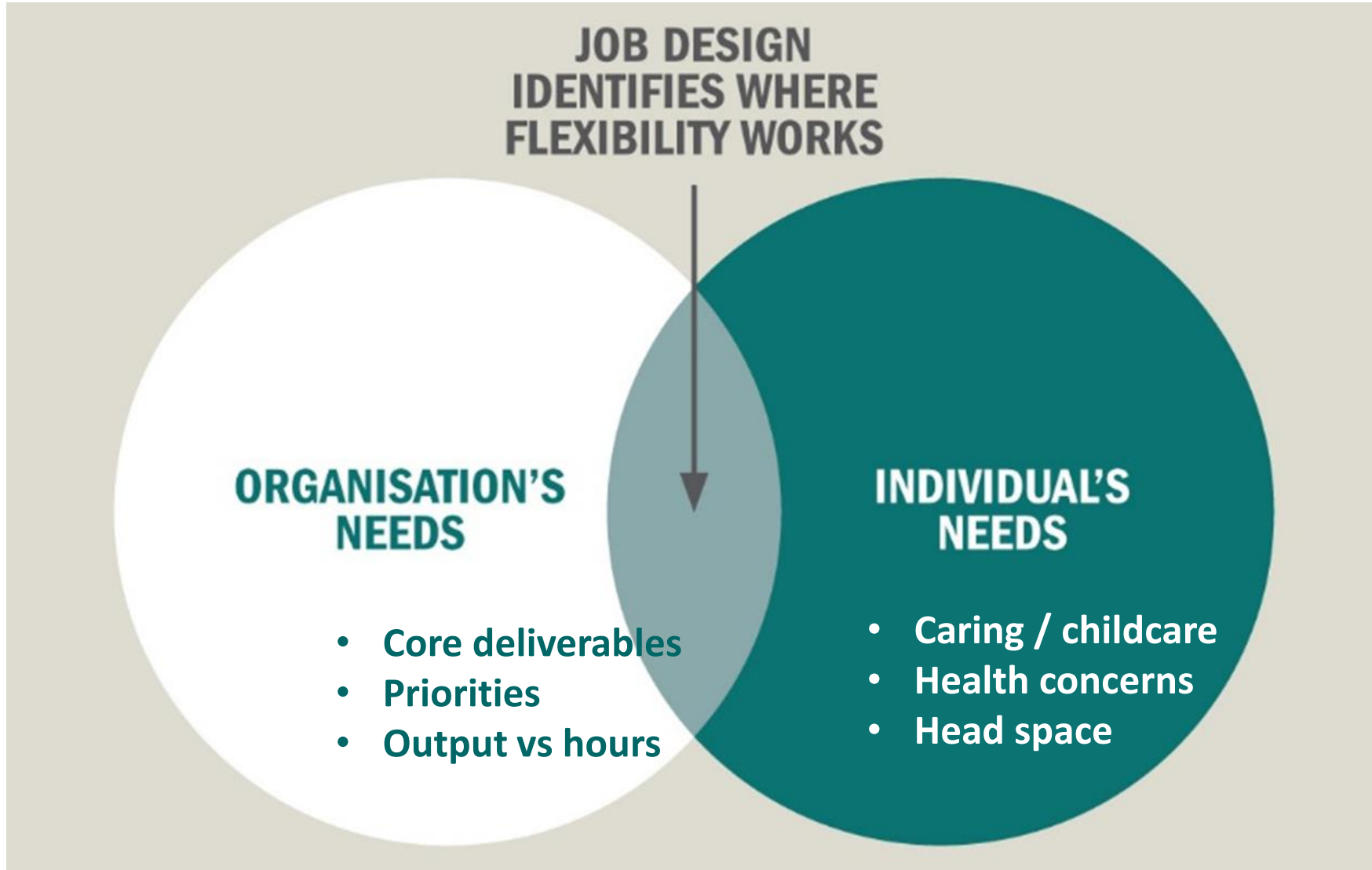
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Flex Job Design



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Flex Job Design – when and where tasks are done



WHERE?

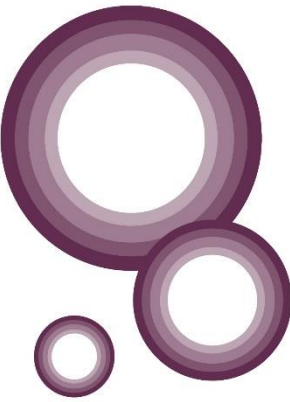
- Which tasks can be done from a different location?
- What is required – tech, cover, escalation

WHEN?

- Which tasks can be done at a different time?
- What is required – how will you know work is being done, predictability of work, pace

HOW MUCH?

- Which tasks cannot be pro-rata'd?
- Are development opportunities available for others?



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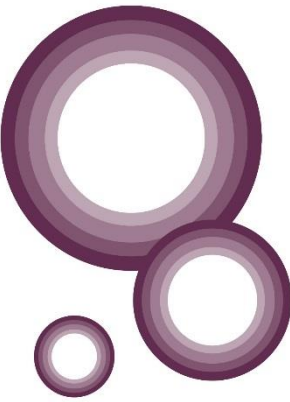
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Recruitment



**TALENT BOTTLENECK CAUSED
BY LACK OF FLEXIBLE JOBS**

- Do you always look to replace like for like?
- Are jobs advertised as open to flexibility?
- Can part-time become part of the recruitment strategy?
- Can opening up to flexibility widen your talent pool to include more returners/portfolio workers?



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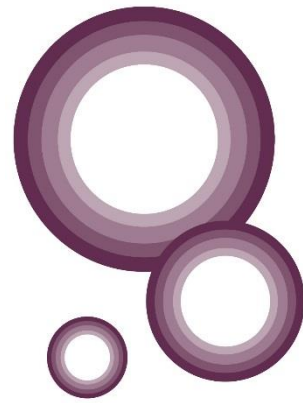
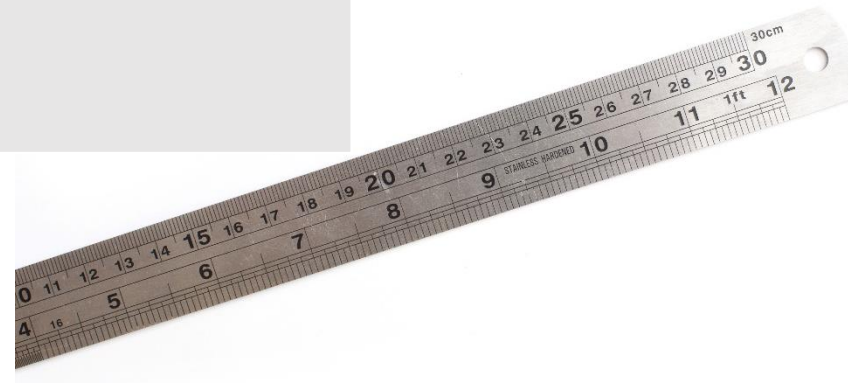
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Monitoring and evaluation

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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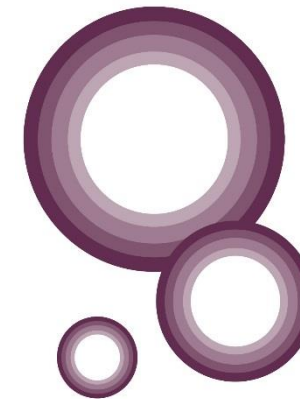
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Reflection



How would you describe your role in supporting more flexible working?

Put in chatbox



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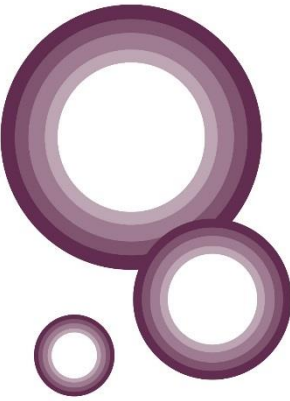


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How you can engage with your Head to discuss this

- Engagement is about listening – plan your agenda with open questions
- Build your case and know your high level plan beforehand
- Have stats at hand and know the school context
- Discuss what can be learnt from Covid
- Position this is an opportunity
- Provide an idea of what steps can be taken, from small steps to wider initiative
- Explain what support you can offer



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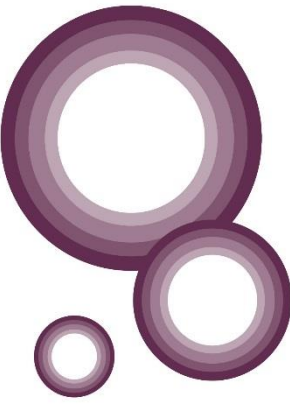
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Reflection



What are your take-
aways from today?
Jot them down



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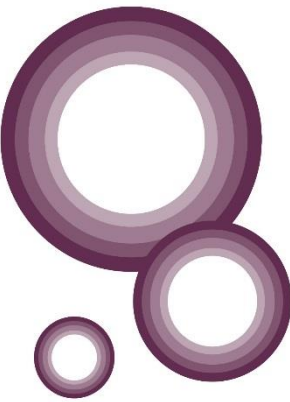
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Further events and resources

- **Q&A** for you on **Wednesday 10 November, 10-11am** – please use the chatbox now and post-webinar survey to request topics*
- **Drop-in clinics:** 2pm on **07 December, 18 January** and **01 February***
- Webinar for Governors/Trustees: Tuesday 12 October, 2pm

*Zoom invitations will be emailed to you



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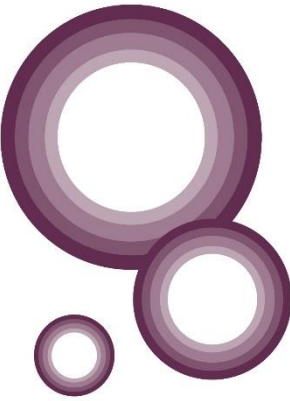


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Further events and resources

- DfE resources (<https://www.gov.uk/government/collections/flexible-working-resources-for-teachers-and-schools>)
- <https://teaching-vacancies.service.gov.uk/>
- [EdTech demonstrator schools and colleges: about the programme - GOV.UK \(www.gov.uk\)](https://www.gov.uk) 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>)
- 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/your-questions-answered-exploring-options-for-flexible-working/>
 - <https://timewise.co.uk/wp-content/uploads/2020/05/Timewise-People-Manager-guide-2020.pdf>



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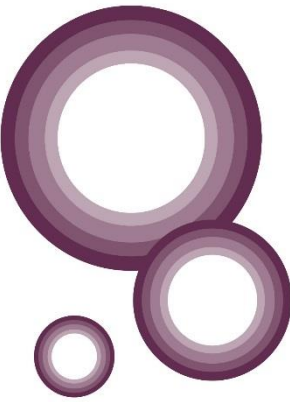


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Poll

please respond
(anonymous)



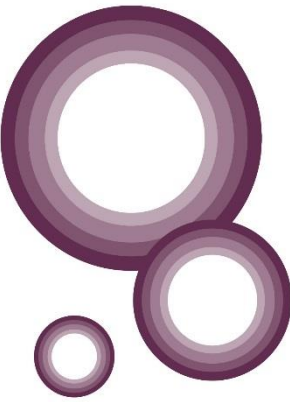
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Thank You



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