

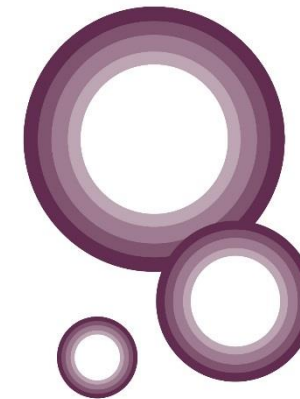
IMPLEMENTING EFFECTIVE FLEXIBLE WORKING PRACTICES IN SCHOOLS

A Webinar for Headteachers/MAT leaders

Tuesday 05 October 2021

Muriel Tersago, Timewise

Mandy Coalter, Talent Architects



Funded by



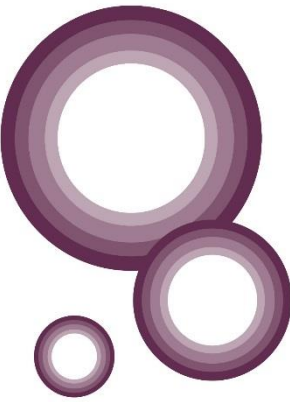
Department
for Education

timewise
TALENT THROUGH FLEXIBILITY

Copyright © 2021 Timewise All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanic methods without prior written permission of Timewise.

Welcome



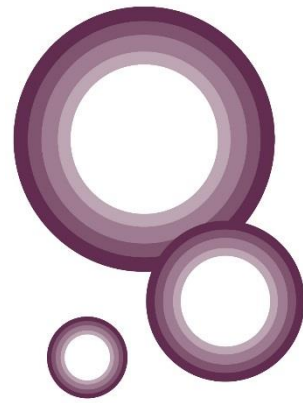
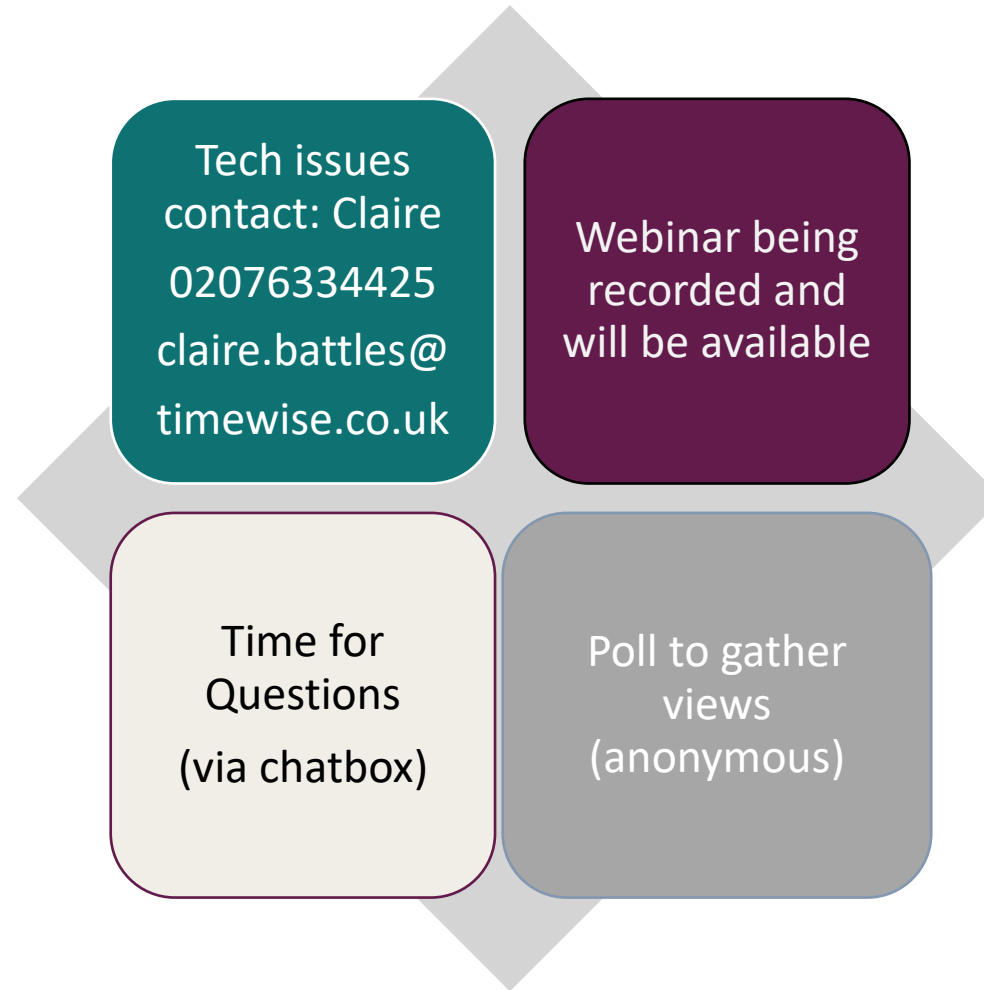
Funded by



Department
for Education

timewise
TALENT THROUGH FLEXIBILITY

Today's format



Funded by



Department
for Education

timewise
TALENT THROUGH FLEXIBILITY

Timewise

Research and Campaigns

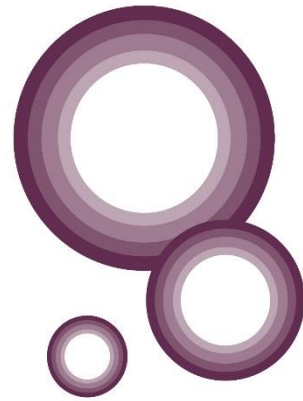
New insight to employers & policy makers to stimulate action to grow a quality flexible jobs market

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



Funded by

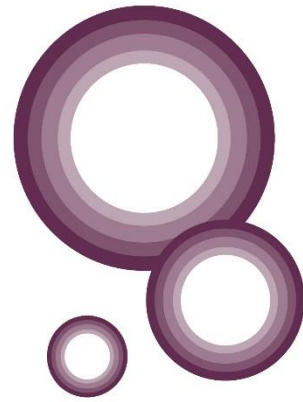


Department
for Education

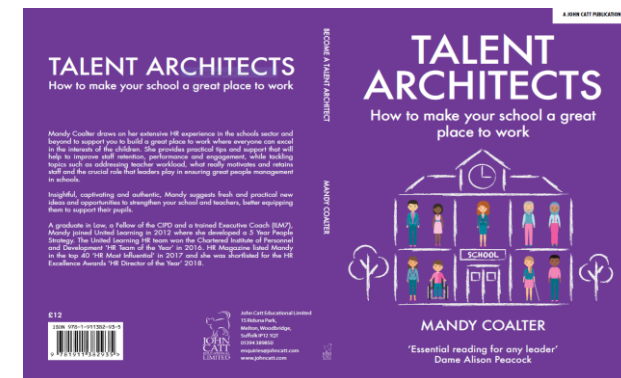


Talent Architects

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



Funded by

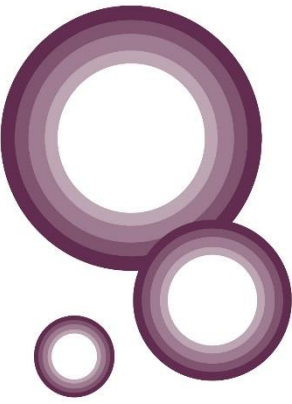


Department
for Education

timewise
TALENT THROUGH FLEXIBILITY

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
- Further events and resources



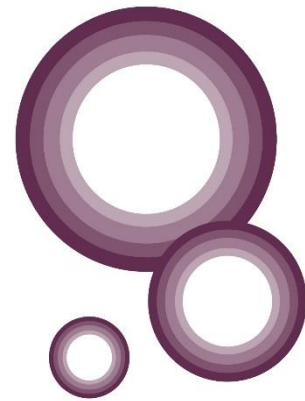
Funded by



Department
for Education

timewise
TALENT THROUGH FLEXIBILITY

Implementing Flexible Working Practices in Schools



Funded by

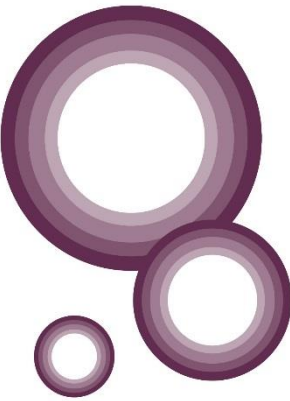


Department
for Education

timewise
TALENT THROUGH FLEXIBILITY

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



Funded by



Department
for Education

timewise
TALENT THROUGH FLEXIBILITY

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



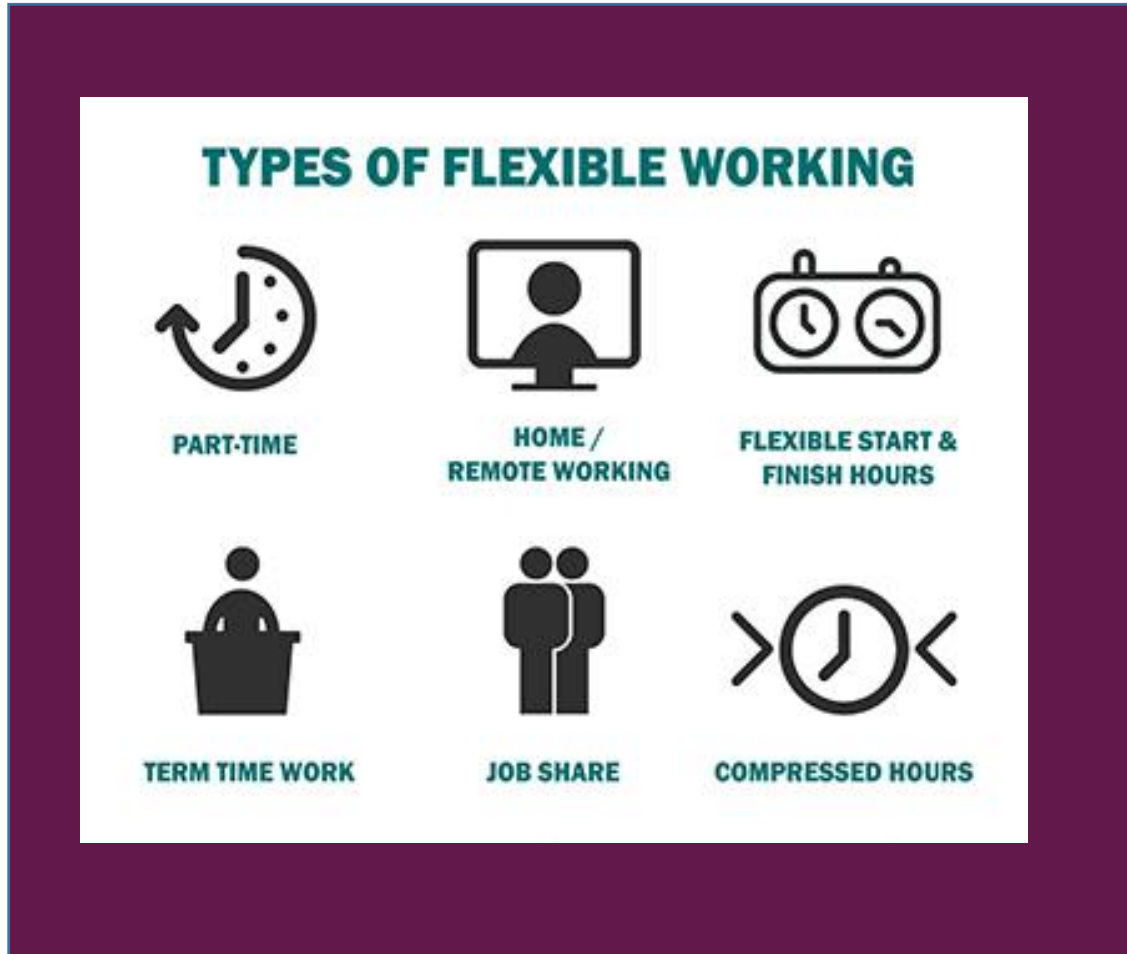
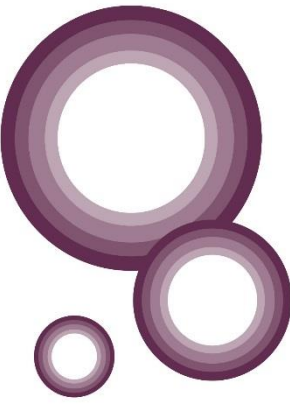
Funded by



Department
for Education

timewise
TALENT THROUGH FLEXIBILITY

A helpful way of thinking about flexible working



WHERE work is done

WHEN work is done

HOW MUCH of a role is done

Funded by



Department
for Education

timewise
TALENT THROUGH FLEXIBILITY

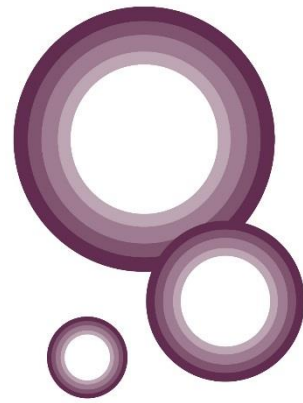
The demand for flexibility across all sectors (pre-Covid)

- 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



Funded by



Department
for Education

timewise
TALENT THROUGH FLEXIBILITY

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

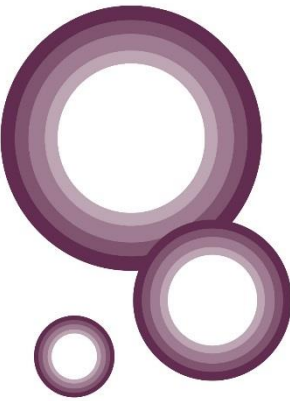
(Business clear air taskforce 2020)

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)



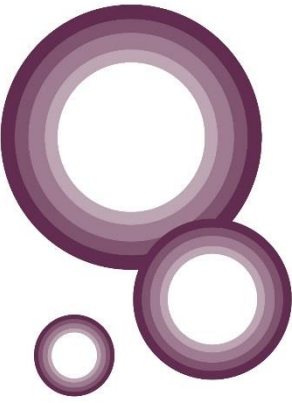
Funded by



Department
for Education

timewise
TALENT THROUGH FLEXIBILITY

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)

Funded by

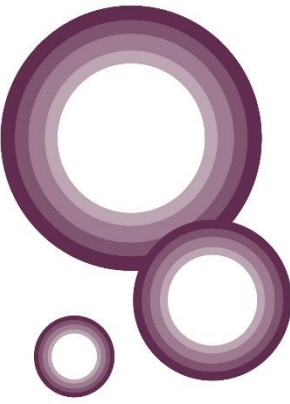


Department
for Education

timewise
TALENT THROUGH FLEXIBILITY

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



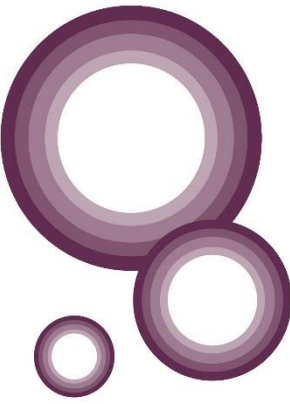
Funded by



Department
for Education

timewise
TALENT THROUGH FLEXIBILITY

Factors to consider in the school environment



Funded by



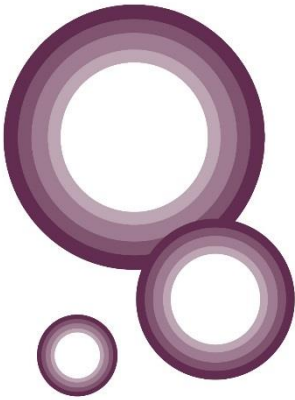
Department
for Education

timewise
TALENT THROUGH FLEXIBILITY

Obstacles/enablers to flexible working in any sector



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



Funded by



Department
for Education

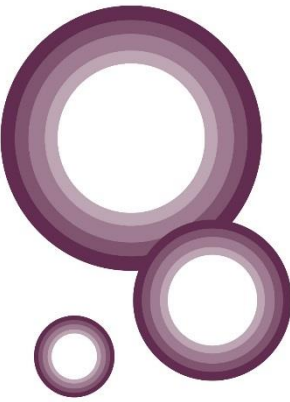


Reflection



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

Share on the chat function.

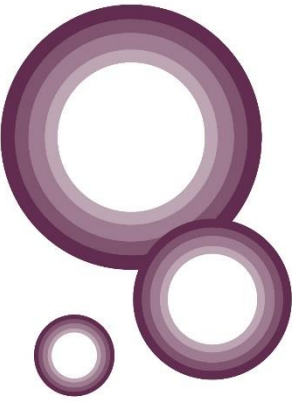


Funded by



Department
for Education

timewise
TALENT THROUGH FLEXIBILITY



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/>

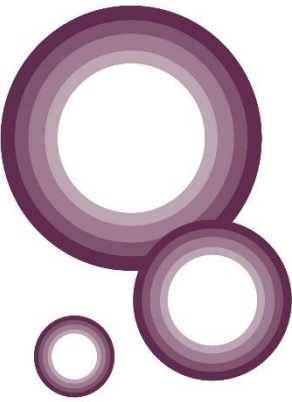
Funded by



Department for Education

timewise
TALENT THROUGH FLEXIBILITY

Self-Assessment



Funded by



Department
for Education

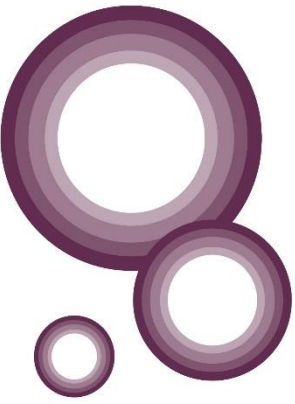
timewise
TALENT THROUGH FLEXIBILITY

Self-Assessment



Where is your school on the curve?

Why?



Funded by



Department for Education



'Somewhere between 2 and 3...'

We really try to never turn down a request

There's an open attitude to improving staff life

Waiting to see what it's like when she returns from mat leave

We are supportive but how we support it is not widely circulated

Don't think I could talk about my mental health as a reason

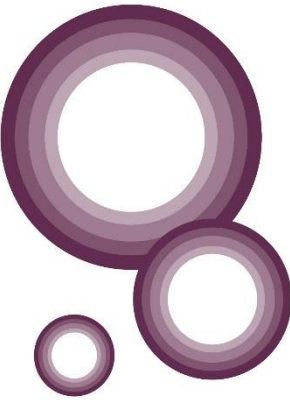
The policy is there but it only works for some people. Not really fair in practice

I think it's quite difficult to ask because of the nature of the job

If it became the norm, it would be frowned upon

It's easier to come in ill than miss a day of school

We don't really have structures in place to make sure it works – like co-planning or training about what you need to do



Funded by



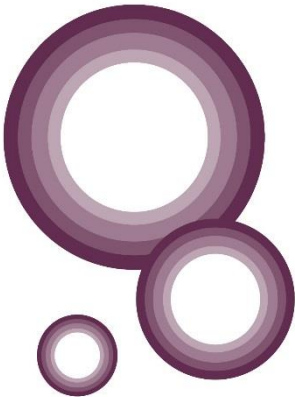
Department
for Education

timewise
TALENT THROUGH FLEXIBILITY

Self-Assessment



What do you think different members of staff would say?



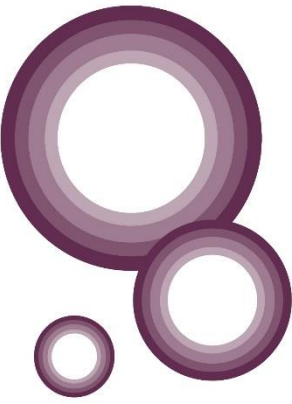
Funded by



Department for Education



The Panel



Funded by



Department
for Education

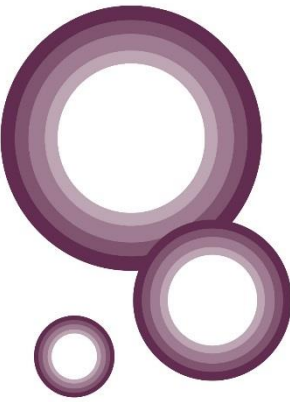
timewise
TALENT THROUGH FLEXIBILITY

The Panel

Matt Duffield, Executive Headteacher, Glyn School

Jane Rigby, Vice Principal, Northampton Academy

Asma Maqsood-Shah, Principal, High Hazels Academy

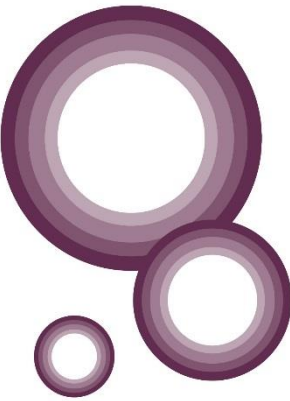


Funded by



Department
for Education

timewise
TALENT THROUGH FLEXIBILITY



Questions

(in chatbox please)

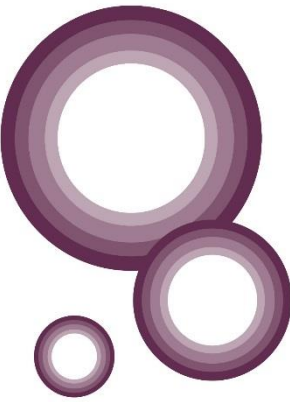
Funded by



Department
for Education

timewise
TALENT THROUGH FLEXIBILITY

A different way of thinking about flexibility



Funded by



Department
for Education

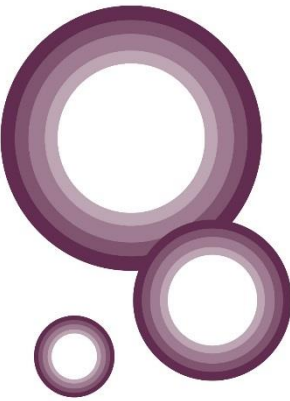
timewise
TALENT THROUGH FLEXIBILITY

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."

22



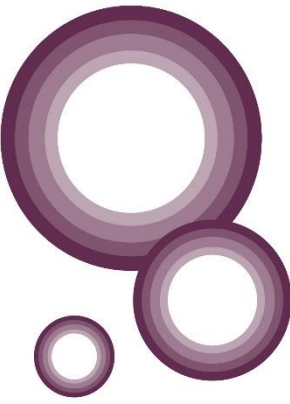
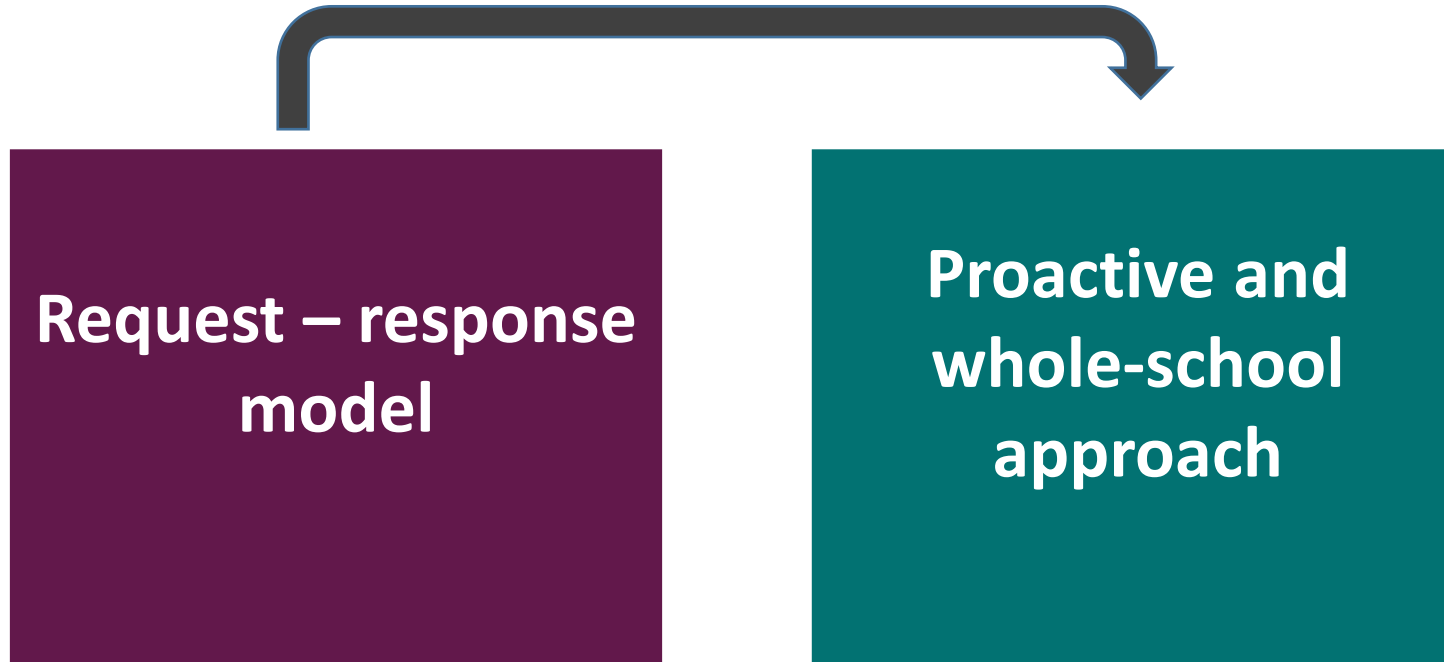
Funded by



Department
for Education

timewise
TALENT THROUGH FLEXIBILITY

A new way of looking at flexibility



Funded by



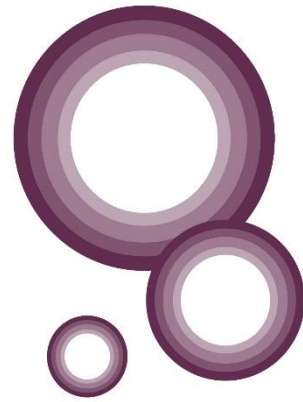
Department
for Education

timewise
TALENT THROUGH FLEXIBILITY

Request - response model

Characterised by

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



Funded by



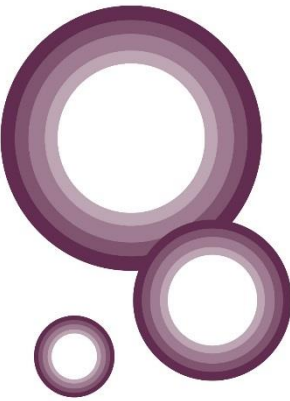
Department
for Education

timewise
TALENT THROUGH FLEXIBILITY

Reflection



Reflect on what you've heard – if you were to move up the maturity curve over the next two years, what would you like to see that's different in your school?



Funded by

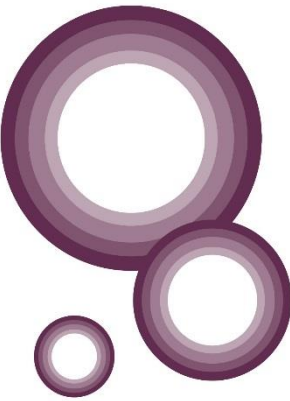


Department
for Education

timewise
TALENT THROUGH FLEXIBILITY

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



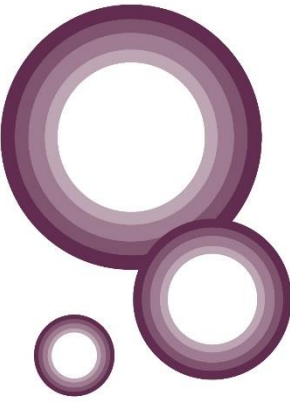
Funded by



Department
for Education

timewise
TALENT THROUGH FLEXIBILITY

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

Funded by

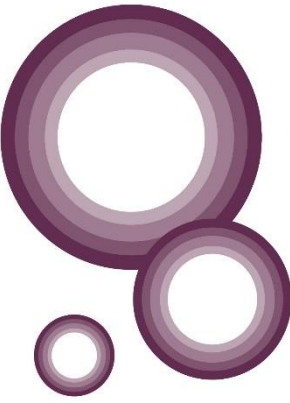


Department
for Education

timewise
TALENT THROUGH FLEXIBILITY

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



Funded by



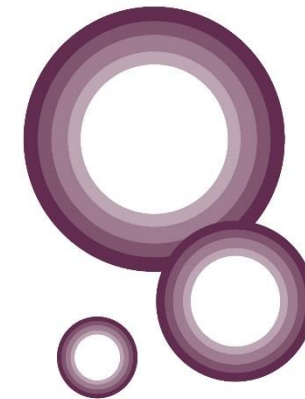
Department
for Education

timewise
TALENT THROUGH FLEXIBILITY

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/>



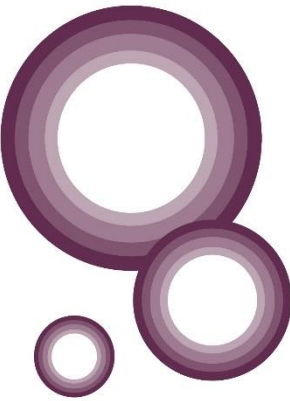
Funded by



Department
for Education

timewise
TALENT THROUGH FLEXIBILITY

A Roadmap



Funded by



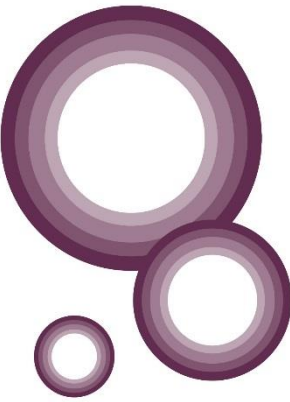
Department
for Education

timewise
TALENT THROUGH FLEXIBILITY

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?



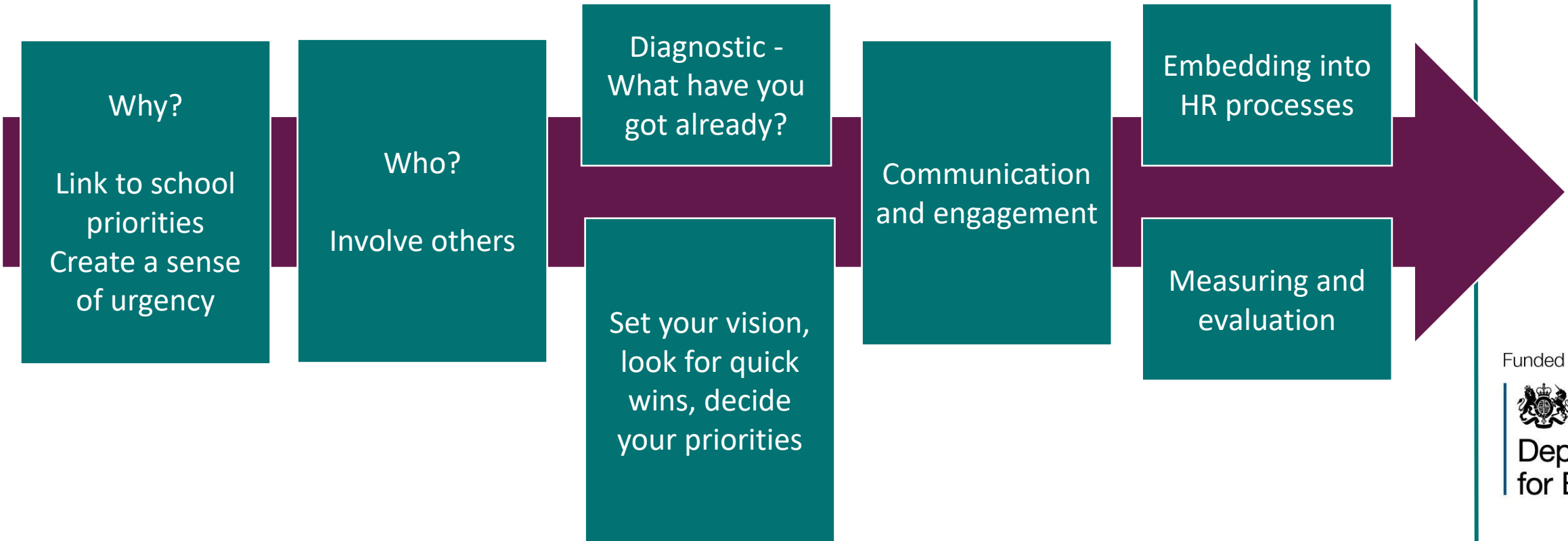
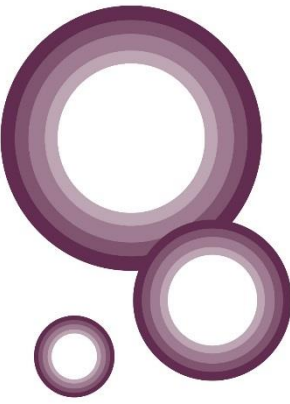
Funded by



Department
for Education

timewise
TALENT THROUGH FLEXIBILITY

A Roadmap

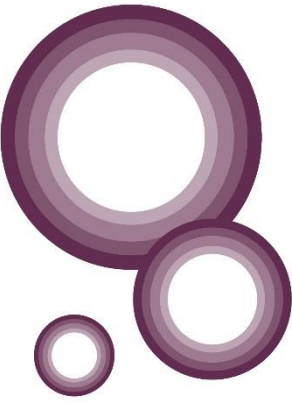


Funded by



Department
for Education

timewise
TALENT THROUGH FLEXIBILITY



Diagnostic - where are you doing well/not so well?

- Survey staff: understanding, perceptions and attitudes towards flexible and part time working (not preferences!)
- Existing flexible and part time arrangements vs preferences
- Is flex included in recruitment?
- Senior staff with flexibility?
- Are you a vocal advocate?



Funded by



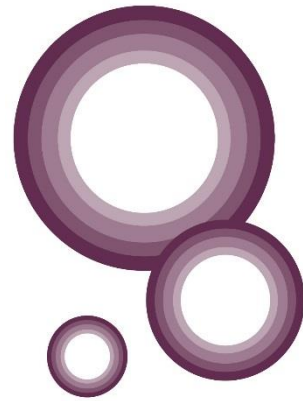
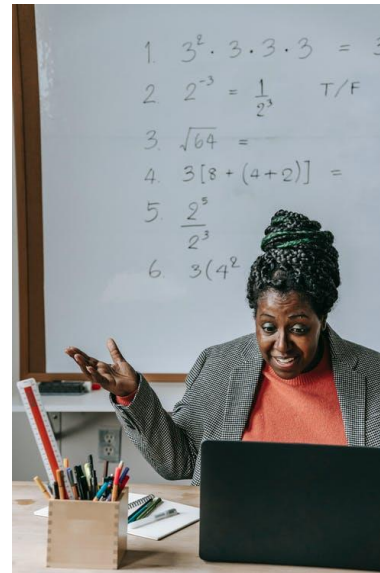
Department
for Education

timewise
TALENT THROUGH FLEXIBILITY

A Survey

Staff survey could include:

- Perceptions of whether school supports flexible and part time working
- What do people understand by flexibility?
- What's possible in different roles
- How easy and helpful is it speaking to line manager?
- Why people might want it ?
- What ideas do they have?



Funded by



Department
for Education

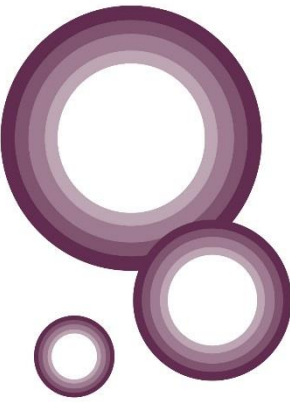
timewise
TALENT THROUGH FLEXIBILITY

What changes can you consider?

Examples -

- Communication: why it's important and what you'll be doing
- Reason-neutral encouraged
- Chunk PPA and encourage staff to work from home
- Look at the timeframe of your timetabling process
- How can you involve team leaders in encouraging discussions?
- Can you include flex working in annual appraisals?
- A 'blended' meetings calendar (of virtual and in-person meetings)
- Investigate timetabling software which supports flexible working

Tell people about it!



Funded by



Department
for Education

timewise
TALENT THROUGH FLEXIBILITY

Can you consider when and where work is done?



WHERE?

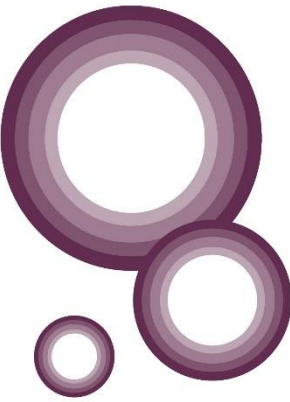
- Which tasks can be done from a different location?
- What is required – tech, cover, escalation

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?
- Does it create development opportunities for others?



Funded by



Department
for Education

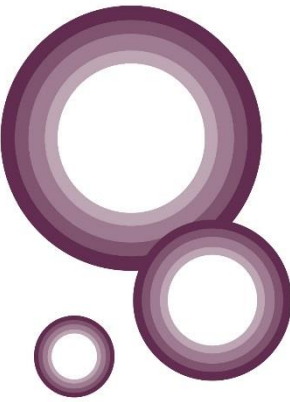
timewise
TALENT THROUGH FLEXIBILITY

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?



Funded by



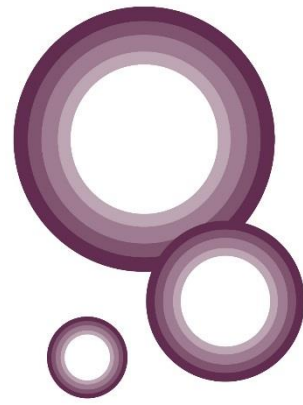
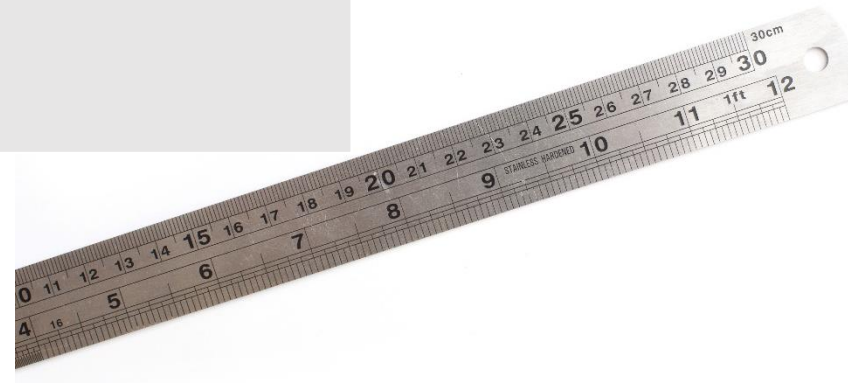
Department
for Education

timewise
TALENT THROUGH FLEXIBILITY

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)



Funded by



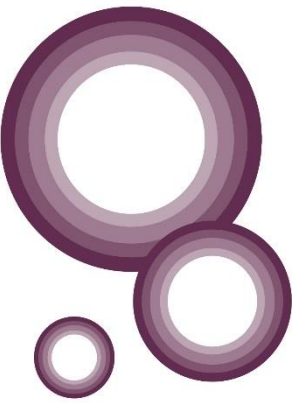
Department
for Education

timewise
TALENT THROUGH FLEXIBILITY

Reflection



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



Funded by

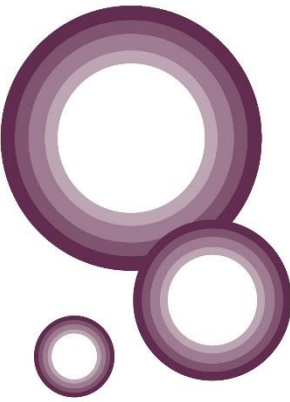


Department
for Education

timewise
TALENT THROUGH FLEXIBILITY

Some key points in our view

- The concept of the **proactive, whole-school approach**
- More control and autonomy over time
- Do an assessment, using the **curve** and asking staff
- Importance of communications
- Reason-neutral
- Fairness in process, not equivalent outcomes
- Specific ideas: blended meetings calendar, chunked PPA



Funded by



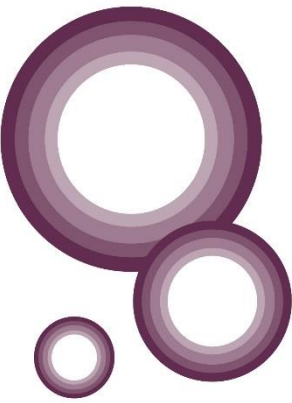
Department
for Education

timewise
TALENT THROUGH FLEXIBILITY

Further events and resources

- **Q&A** for Headteachers/MAT leaders on **Wednesday 03 November, 10-11am** – please use the chatbox now and post-webinar survey to request topics*
- **Drop-in clinics:** 2pm on **01 December, 11 January** and **8 February***
- Webinar for School Business Professionals/HR: Wednesday 06 October, 10am
- Webinar for Governors/Trustees: Tuesday 12 October, 2pm

*Zoom invitations will be emailed to you



Funded by

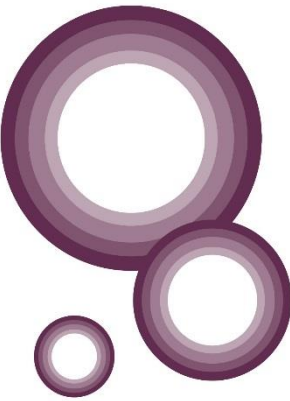


Department
for Education

timewise
TALENT THROUGH FLEXIBILITY

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/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>



Funded by

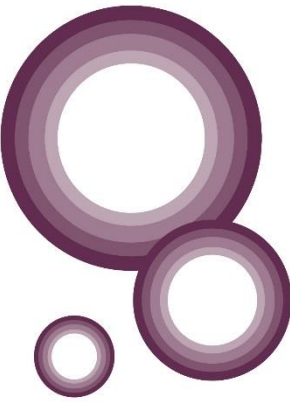


Department
for Education

timewise
TALENT THROUGH FLEXIBILITY

Poll

please respond
(anonymous)



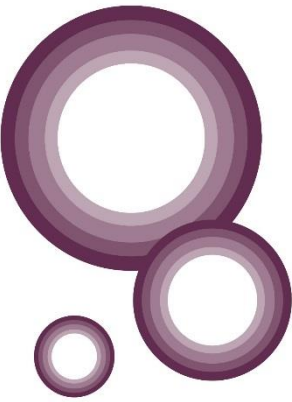
Funded by



Department
for Education

timewise
TALENT THROUGH FLEXIBILITY

Thank You



Funded by



Department
for Education

timewise
TALENT THROUGH FLEXIBILITY