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

1. **Have a general conversation with your Senior Leadership Team to discuss:**
   - With regards to teacher recruitment and retention, where are we now?
   - What's going well with the teacher experience at our school?
   - What's not going so well?
   - Where do we want to get to? What would it look and feel like? How would we know that we had got there?

2. **Considering your initial discussion, now read through the statements in each of the teacher experience stages.**
   You can do this together or separately (later comparing your answers together).
   - For each statement, circle one of the three options to the right that most closely matches your current situation.
   - At the end of each stage, total your score for each option. Give yourself one point for every time you've circled something under option 1, two points for every circled option 2 and three points for every circled option 3.
   - Next add up your overall score (for all options) for that teacher experience stage.
   - Continue through all stages. Look at the how you score for each to identify areas where you need to focus, and celebrate areas where you are doing well.

Teacher experience stage	Statements	Options		
		Option 1	Option 2	Option 3
Attract me	I know how many teachers come to our school based on recommendation of our school as a place to work	Not measured	Sometimes measured	Always measured
	We have a programme in place that supports and rewards teacher referrals	Not in place	Informally thank people	Formal support and reward in place
	Teachers say the recruitment experience at our school is	Inconsistent or not great (or we don't ask)	Is average – just like some other school	Is consistently positive and creates a great impression

Developed by Fit2Communicate working with the Engage for Success Teacher Engagement group (March 2018)
Teacher experience inspired by Dr Emma Kell's book 'How to survive in teaching'

	Total for each option	[1 point for each]	[2 points of each]	[3 points of each]
	'Attract me' overall TOTAL	*[Total out of 18]*		
		Option 1	**Option 2**	**Option 3**
Energise me	We find ways to energise new staff about coming to work at our school	Nothing done until they start on day one	We share basic employment information	We have a formal approach to help people to be ready before day one
	We share our vision and values and what these mean in daily life	Nothing shared or defined	We share the vision and values before day one	We talk about vision and values and give practical examples of how to live them before day one
	We assign a 'buddy' or member of staff to support the new starter before day one	No one provided except those met in the interview process	There is a clear point of contact for questions	We assign an appropriate 'buddy' who proactively supports the new starter
	Total for each option			
	'Energise me' overall total			
		Option 1	**Option 2**	**Option 3**
Get me started	There a clear expectation of staff and what we offer as a school team	There is nothing formal	We provide a handbook or guidelines	We discuss expectations and how we can live them for mutual benefit
	A warm welcome from the team	There is nothing formal	We announce new starters and ensure someone is there to support them on day one	We provide a warm welcome, which is planned including something social
	We provide a pack to guide new starters	There is nothing formal	We provide some policies and basic information	We have a pack that explains about school life, points of contact and common questions and answers.
	Total for each option			
	'Get me started' overall TOTAL			
		Option 1	**Option 2**	**Option 3**
Guide me	We provide support, coaching or training to get the most from school technology	No support offered	We provide technology guides for people to read	We provide technology coaching or training together with easy to access reminders

		Option 1	Option 2	Option 3
	We ensure new starters know about their data responsibilities and that they are protected	No support provided	They have the policy to read	We discuss their responsibilities and what they look like in daily school life, with training for specific roles e.g. office
	We ensure new starters know our Safeguarding policy and live it in all they do	No support provided	They have the policy to read	We discuss their responsibilities and what they look like in daily school life
	Total for each option			
	'Guide me' overall TOTAL			
		Option 1	**Option 2**	**Option 3**
Support me	We ensure there is someone who can provide support to staff when they need it in difficult situations or if they just need help	No support provided except external contacts	There is a named person who staff can go to	We have regular proactive checks with staff to ensure they are supported
	We help staff to proactively manage their workload	No support provided	There are some hints and tips available	We offer proactive support to staff, including coaching
	We demonstrate a flexible and caring approach in how we support staff (demonstrating empathy)	Nothing specifically offered	We try to be flexible when staff need days off depending on cover	We will do what we can to support staff, wherever possible
	Total for each option			
	'Support me' overall TOTAL			
		Option 1	**Option 2**	**Option 3**
Keep me safe	We take wellbeing seriously for staff	No support provided	We have ad hoc wellbeing activities, discounts and talks	We have a formal wellbeing approach with ongoing support for staff
	We provide safe places for staff to go if they have concerns or fears	No support provided	There are people who staff can speak to	We have defined people who also look out for any staff who may need help
	We provide proactive support to build staff resiliency	No support provided	We help staff through difficult times, but informally	This is built into our wellbeing approach and we support people formally through change
	Total for each option			

			Option 1	Option 2	Option 3
	'Keep me safe' overall TOTAL				
			Option 1	**Option 2**	**Option 3**
Inspire me	We have a clear vision and values that are lived by school staff, and role modelled by leaders		No vision and values	We have vision and values but haven't defined how they should be lived	Our vision and values are known and central to all we do in school life (and with parents)
	We build a culture that supports our vision and values, always focusing on what is best for the children (creating meaningful work)		Our culture is organic – it grows itself	We do focus on why people came to work at the school and live our vision and values	We know how important culture is and we're building it in a planned way
	Leaders understand the value of integrity and trust and are supported in standing up for what is right (brave), protecting staff		There is no support for leaders	We offer training and coaching for leaders, including communication	Leadership behaviours and communication are central to all we do and we measure how we are doing
	Total for each option				
	'Inspire me' overall TOTAL				
			Option 1	**Option 2**	**Option 3**
Challenge me	All staff members have clear roles, targets and development plans		They know their roles	They have clear roles, targets and a basic development plan	We actively support staff through planned development so they reach targets
	Succession plans are in place and we know who wants to progress, and we're helping them to get there		No succession plan in place	A basic succession plan in place but it's not complete or used fully	We proactively watch out for potential people for the succession plan and nurture them
	We share latest thinking in education, innovation and world news and bring a broader perspective to staff lives		No external information/focus provided	We provide brief updates as part of leader communication	We proactively discuss and share latest thinking and have external speakers/connections
	Total for each option				
	'Challenge me' overall TOTAL				
			Option 1	**Option 2**	**Option 3**
Appreciate me	We have informal and formal ways of ensuring teachers know we appreciate them		Nothing in place	We informally say thank you	We know what motivates our team and have a formal recognition approach in place that is well used

		Option 1	Option 2	Option 3
	(including thank you messages). We also encourage staff to recognise one another.			
	We remember the little things, like birthdays, if someone has been ill or if they've achieved something.	Sometimes people do this themselves	We have birthday cakes or flowers in departments	We always remember the important milestones and formally recognise them
	We have a staff first policy for all school information, wherever possible	We have no process	Mostly we remember to tell staff first	We have a formal approach to information management, including staff first
	Total for each option			
	'Appreciate me' overall TOTAL			
		Option 1	**Option 2**	**Option 3**
Listen to me	We provide formal and informal opportunities for staff to share they views and discuss school matters	Staff can do this in the staff room	We do ask staff what they think on some topics	We have regular opportunities for staff to have conversations, share their views and feel valued
	We actively encourage ideas and reward ones that make a real difference. All ideas are responded to, with an explanation if we can't make them happen this time.	Staff can come and see the leadership team	We ask for ideas on some topics	We have a formal approach to enabling staff to share their ideas, they know what we're doing with them and we reward great ideas
	The leadership team and those responsible for staff are trained communicators who understand communication preferences and how to get the best from conversations, focused on listening.	Leadership team are not trained in this area	Some leaders/staff are trained	We have a consistent understanding our own communication preferences and how to communicate well with others – and we know how to listen
	Total for each option			
	'Listen to me' overall TOTAL			
		Option 1	**Option 2**	**Option 3**
Connect me	We have the tools/technology to work together as a school team – they are based on the outcomes we want to achieve and are coordinated, integrated and understood, and of course used!	We have limited tools/technology for staff to use	We have various tools/technology but usage could be higher	We have a clear and integrated approach to the tools/technology we provide so the school team can work well together

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

3. How to score

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

3-4 points

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

5-7 points

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

8-9 points

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

4. What to do next

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

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

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