



## Talent: how to spot, nurture and retain it

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# The new demands of talent management

We are moving from:

Competition against other sectors....



Good teachers are one of many important performance levers



Little differentiation between staff career paths



To:

Risk of competition within education....

Outstanding teachers and leaders at all levels is the key way to raise achievement

Personalised progression pathways

# Identifying talent: performance vs. potential

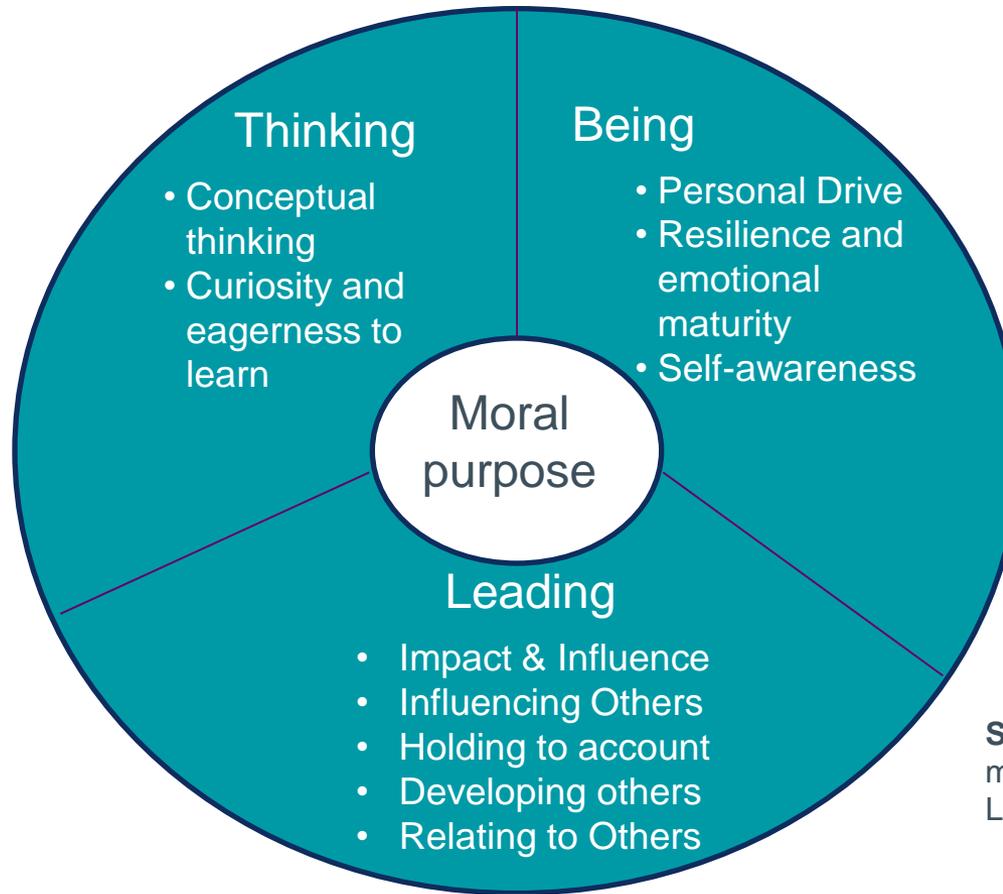
## A high performer

- performs strongly against expectations in job description
- may not have the aspiration and ambition to take on more responsibility in their role
- is a consistently strong and reliable performer in their role.

## A high potential

- has the resilience to handle greater responsibilities
- has ambition to move to next level/role
- constantly looks for new experiences and opportunities
- inspires others and adapt to challenges.

# What are the core competencies of an outstanding middle leader?



**Source:** Hays recruitment model adapted for Future Leaders/Teaching Leaders

# What the heads and middle leaders say about spotting talent



Where the heads and middle leaders agree

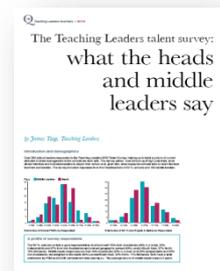


Where they differ

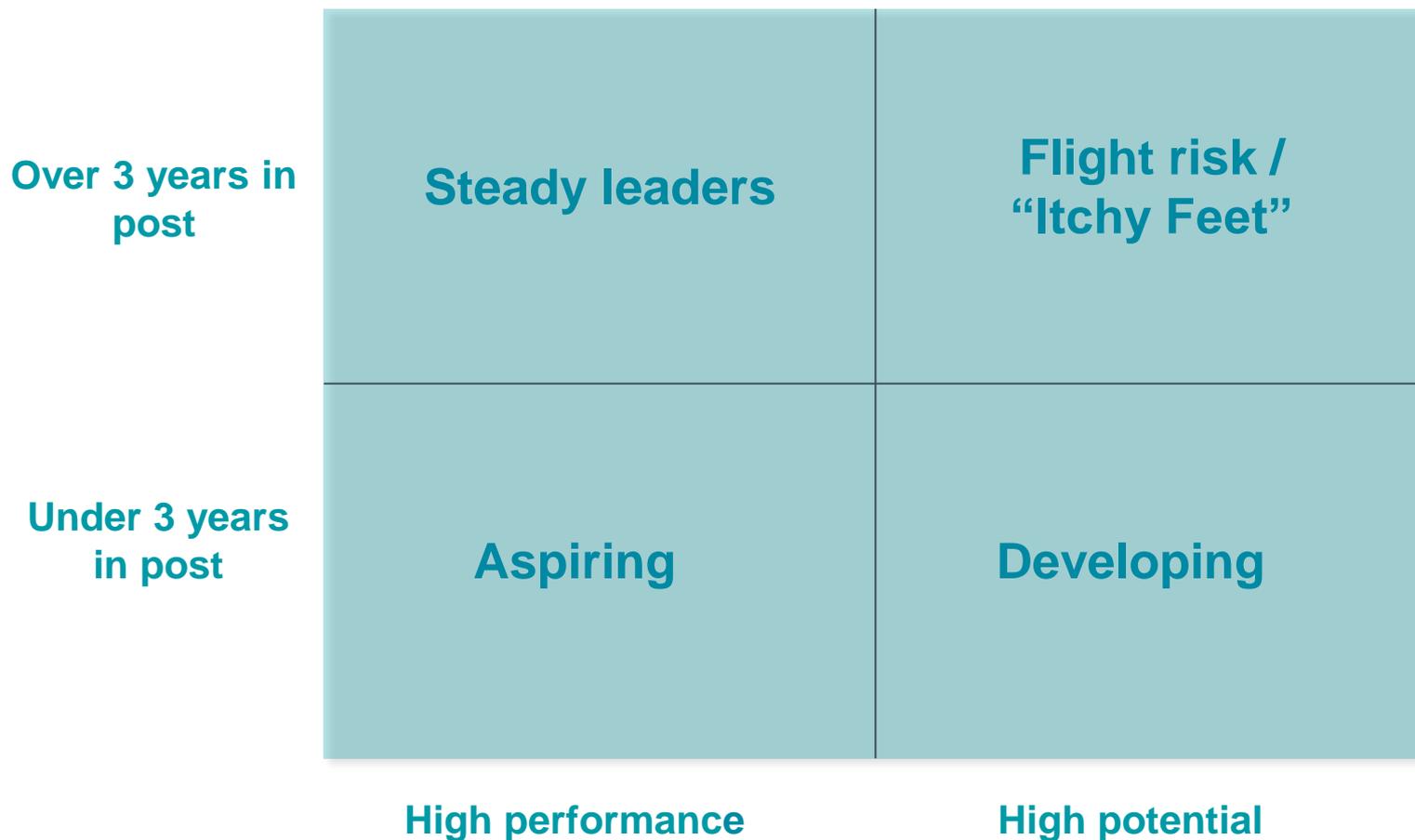


Key observations

Source:  
TL heads and middle leader survey  
2013



# Introduction to a talent map



Source: Deloitte Monitor/nine box grid

# Context

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- Opened as an Academy in September 2010
- Very challenging circumstances: Ofsted SM, NLE intervention, below Floor target (30%), recruitment difficulties – staff and NOR, High FSM/PP (50%+) and High SEN (>30%)
- 2013: 53% with E/M and 99%A\*-C cAPS 348
- Ofsted monitoring (SW in October 2012)
- Small school (400 NOR) and staff (38 teaching staff)

# Recruitment and Retention

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## September 2010 opening vacancies (16)

- Deputy Principal
- Vice Principal
- Directors for English/MFL, Maths, Science, ICT, SENCo
- Teachers in English, Maths, Science(2), Business, ICT (2), MFL
- OLC Manager (Literacy)

## Since opening (23)

- Teacher of Art, RE, Geography, ICT, Technology(3), Science(3), English(2), MFL(2), SEN teacher, Maths (7)
- Director of English
- Director of Maths

# A talent map of Thornaby Academy

Over 3 years in post

**Total: 7**

**Senior: 2** (1 Future Leader)  
**Middle: 3** (promoted to Leadership scale and 1 TLR)  
**Teachers: 2** (both with TLRs since joining)

**Total: 3**

**Senior: 0**  
**Middle: 2** (promoted to Leadership scale)  
**Teachers: 1** (with TLR during time at TA)

Under 3 years in post

**Total: 7**

**Senior: 1** (to Leadership scale)  
**Middle: 2** (1 to Leadership scale and 1 promoted)  
**Teachers: 4** (all appointed with TLR)

**Total: 9**

**Senior: 0**  
**Middle: 2** (1 to Leadership scale – 18 month vacancy)  
**Teachers: 7** (all appointed as NQT or Teach First)

High performance

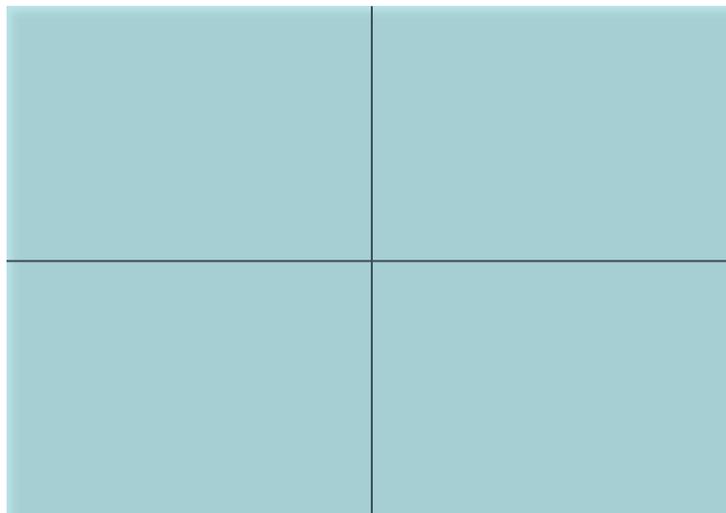
High potential

## Impact of R&R

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- Of the original predecessor staff, 6 out of the 9(42) consistently display talent and high impact. (60%)
- Of the 16 recruited to the Academy in 2010, 8 consistently display talent and 8 have left the Academy, 3 to promotional posts. (69%)
- Of the 23 recruited in the interim period, 13 have immediately displayed talent, 3 have been promoted elsewhere.(70%)

# Mapping talent in your school



## Starter questions for discussion:

1. How do you spot and select talent within your school?
2. Which filters do you use to identify high potentials?
3. What does your talent map look like?
4. What/where are your key challenges?

# Nurturing talent – what heads and middle leaders say

## Traditional

- Additional TLR
- Financial rewards
- Professional development programmes
- Promotion
- Temporary seat on SLT

## New

- Additional whole-school leadership responsibility
- Embedded strong line management/HR processes
- Mentoring/coaching
- Opportunities to lead out of school, teaching school alliance, network
- Secondments to other schools
- Sideways moves to broaden experience

# Engaging talent

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- Recruitment to Outstanding at Interview
- Holding to account at all levels – high Performance Management focus; eradicating Inadequate teaching through support/movement
- Building teams with outstanding leaders with resilience
- Networking with successful schools and academies
- A culture of high aspiration and expectation: ethos
- High levels of CPD including SSAT and S2S, TeachMeet, internal and external provision
- Achieve Together at all levels: Future Leaders, Teaching Leaders, Teach First
- Opportunities for all staff – freedom to lead

# Implementing a talent management strategy

1. What am I doing to manage talent in my school?
2. How distributed is talent spotting in my school?
3. How can I develop systems and processes to manage talent across the school?
4. How can I be creative and innovative in identifying ways to develop talent?



# Thank you

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For any questions about this presentation or Teaching Leaders  
please contact:

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# APPENDIX

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# New ways of working

	The old way	The new way
<b>Structures</b>	Tall hierarchies, command and control	Flat matrix, lead and empower
<b>Communication</b>	Top down, one channel, once	360 degrees, multiple channels
<b>Power</b>	Formal, clear hierarchy	Informal, networks
<b>Work time</b>	Standardised 8am-4pm	24/7, flexible
<b>Staff</b>	Compliance, salary and promotion	Commitment, recognition and status

Source: Owen J, The Death of Modern Management, 2009

# Shifts in approaches to talent

	The old way	The new way
<b>Talent mindset</b>	Good teachers are one of many important performance levers for a school	Outstanding teachers at all levels is the key way to raise achievement
<b>Employee value proposition</b>	Teachers work hard and make their way up the ladder	Teachers are here because they want to be and we have to keep it that way
<b>Growing leaders</b>	Development is training	Development happens through a series of challenging job experiences and candid, helpful coaching
	Development happens when you get are lucky to have good line manager	Development is crucial to performance and retention, and it can be institutionalised
<b>Differentiation</b>	Differentiation undermines teamwork	Recognise top performers, develop and nurture mid-performers, help lower performers or move them out

Source: adapted from McKinsey's, The War for Talent 2001