

The background features a light purple-to-blue gradient. Scattered across the surface are numerous realistic water droplets of various sizes, some with highlights and shadows. In the center, there is a faint, large, light-colored circular graphic that resembles a stylized sun or a lens flare.

INCLUSIVE RETENTION AND RECRUITMENT

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BARHAM PRIMARY AND THE STONEBRIDGE SCHOOLS

FOCUS: THE WORK

- “CHALLENGE SYSTEMIC INEQUALITIES”
- “DRAMATIC AND SUSTAINED CHANGE”
- “SIGNIFICANT BENEFIT FOR OUR CHILDREN”
- “VISIBLE PURPOSEFUL LEADERSHIP FOR RACE EQUALITY”
- “ORGANISATIONAL TRANSFORMATION”
- “COURAGE AND RESOLVE”

ELP LEADERSHIP AMBITIONS

- WE WILL ACTIVELY CREATE A WORKFORCE THAT BETTER REFLECTS THE DIVERSITY OF THE CHILDREN/YOUNG PEOPLE WE SERVE AND IN OUR SOCIETY: WE WILL PLACE HIGH VALUE ON RECRUITMENT, DEVELOPMENT, AND RETENTION TO INCREASE THE NUMBER OF BLACK AND ASIAN LEADERS IN EDUCATION
- IS YOUR TEACHING WORKFORCE SUFFICIENTLY REFLECTIVE OF THE CHILDREN YOU SERVE IN YOUR LOCALITY?
- ARE BLACK AND ASIAN STAFF PROPORTIONATELY REPRESENTED IN LEADERSHIP POSITIONS WITHIN YOUR SCHOOL? IF NOT, HOW DO WHITE LEADERS ENSURE THAT THEY ARE LEADING ON BEHALF OF ALL PUPILS?
- HOW DO SCHOOL LEADERS AND GOVERNORS ACTIVELY SUPPORT THE CAREER PROGRESSION OF YOUR BLACK AND ASIAN STAFF?

WE ARE NOT A HOMOGENEOUS GROUP

“DID YOU KNOW THAT IN 2018 THERE WERE OVER **22,000** HEADTEACHERS FOR PRIMARY AND SECONDARY IN THE UK? DID YOU KNOW THAT **15,000** HEADTEACHERS WERE FEMALE? DID YOU KNOW THAT **0.7%** OF THE **22,000** HEADTEACHERS WERE OF BLACK ORIGIN, WITH **0.2%** OF BLACK AFRICAN ORIGIN? DID YOU KNOW THAT THERE WERE APPROXIMATELY **40** BLACK MALE HEADTEACHERS, **10** OF THOSE BEING HEADS OF SECONDARY SCHOOLS? FINALLY, DO YOU REALISE THAT I MAKE UP **1** OF THE **0.2%** OF THE **22,000** HEADTEACHERS OF BLACK AFRICAN AND FEMALE GROUPING IN THE UK?”

(**HOOD TO HEADSHIP**, MIRIAM MANDERSON, 2022)

ALSO SEE: **DIVERSE EDUCATORS: A MANIFESTO** CO-EDITED BY HANNAH WILSON AND BENNIE KARA, 2022

RETENTION

- **HOLDING THE MIRROR UP:** CSI WITH OUR CHILDREN THEN ALL ADULTS. WHERE DO THE GLOBAL MAJORITY WORK IN OUR SCHOOL? WHY IS THAT? ARE WE REINFORCING ANY STEREOTYPES?
- DO YOUR **STRATEGIC PRIORITIES** PRIORITISE THIS? HOW DO WE **FOLLOW THROUGH?**
- DO YOU SEEK THE **LEADERSHIP AMBITIONS** OF ALL STAFF OUTSIDE OF PERFORMANCE MANAGEMENT? IN CONVERSATION, IN PERSON, SUPPORTIVELY? DO YOU BELIEVE THAT ANYONE CAN BE A LEADER?
- IS THERE A GENUINE **COMMITMENT TO, PROVISION FOR AND EXPECTATIONS OF BESPOKE** MENTORING, COACHING, INTERNSHIP, CONTINUOUS PROFESSIONAL DEVELOPMENT?
- FROM EXIT QUESTIONNAIRE TO ANECDOTAL EVIDENCE: WHAT **FEEDBACK** ARE YOU GETTING AND HOW CAN YOU IMPLEMENT IT FOR SUSTAINED CHANGE?

RECRUITMENT

- DO YOU **DARE TO APPOINT DIFFERENCE** AND INTERSECTIONALITY?
- WHAT IS ON YOUR SHOPPING LIST?
- PLANT SEEDS, NURTURE THEM AT EVERY STAGE THEN HARVEST FOR THE WORLD
- CREATE AN ENVIRONMENT WHERE **EVERYONE THRIVES**, IS ENCOURAGED, CAN BE THEMSELVES AND BRING THEIR WHOLE SELVES TO WORK/SCHOOL.
- HOW DOES YOUR **RECRUITMENT PROCESS** REFLECT THIS SO THAT YOU CAN ATTRACT THE BEST CANDIDATES?
- NOMINATIONS COMMITTEE USING SKILLS AUDIT AND DIVERSITY TO APPOINT GOVERNORS