



The Elliot Foundation Academies Trust

Staff survey

May 2016

Introduction

This has been the first opportunity for TEFAT to seek the feelings and opinions of all staff across the Trust. It is anticipated that the survey will become an annual event in the summer term.

The questions and general format of the survey were prepared through consultation with Principals and national trade union and professional association representatives. The final survey¹ was approved by the TEFAT Board.

Participation

- Total participation 592 out of 1,305 staff (45%)
- Teachers participation 286 out of 439 teachers (65%)
- Support staff participation 306 out of 866 support staff (35%)

Overall response

Staff survey question (in weighted mean order by teachers)	Teachers	Support	Variance
I enjoy learning from my colleagues	4.29	4.29	0.00
I'm clear about what is expected of me at work	4.02	4.15	-0.13
I would like my career to develop within the Elliot Foundation	3.95	4.16	-0.21
My skills are well used	3.92	4.12	-0.20
Leaders do all they can to improve teaching	3.91	4.00	-0.09
I am happy working in my school	3.90	4.17	-0.27
I feel valued in my role	3.82	3.82	0.00
I have good professional development opportunities	3.78	3.48	0.30
The academy is well led and managed	3.76	3.91	-0.15
Leaders promote adults working in positive ways in order to avoid conflict and ensure fairness	3.68	3.85	-0.17
My professional development meets the needs identified in my appraisal	3.66	3.39	0.27
I regularly receive feedback on my work	3.63	3.41	0.22
Classroom observation linked to appraisal is reasonable and supportive [teachers only]	3.61	N/A	N/A
There is consultation when any significant change is proposed	3.52	3.72	-0.20
Changes are accompanied by appropriate support and training, where necessary	3.52	3.69	-0.17
My pay progression is fair	3.52	3.12	0.40
The staff appraisal process is working well	3.48	3.40	0.08
The pace of curriculum change is manageable	3.47	3.53	-0.06
The pace of organisational change is manageable	3.42	3.70	-0.28
I am able to manage and cope with my workload	3.34	3.91	-0.57
The balance between work and home life is about right	2.88	3.82	-0.94

The chart shows the 'weighted mean' of responses (maximum score 5). With the exception of work-life balance (teachers) the weighted mean is firmly in the agree/strongly agree zone. The statistically stronger and weaker responses are shown (green and red shading) along with the variance in response to each question from teachers and support staff (most significant shown in orange)

¹ The graphs in appendix A, B and C have the 'neutral' responses omitted

Key issues

- For teachers' workload and work-life balance were the most significant issues
- For support staff the key issues were:
 - pay progression
 - appraisal (lack of)
 - professional development linked to appraisal
 - regular feedback on work
- Areas of strength were:
 - learning from colleagues
 - clarity on expectations of work
 - wanting to develop a career within TEFAT
 - use of skills
 - being happy to work in the school
- There was a clear variance between teachers and support staff with respect to access to professional development and how it supports appraisal, feedback and pay progression
- Support staff were also significantly at variance with teachers with respect workload and work-life balance

Comments from staff

These comments reflect themes and issues raised by staff. As such, they reflect a strength of view from those that 'disagreed' or 'strongly disagreed'. When examined against the overall very positive response from staff in the survey it assists in identifying areas that may be improved through the action plan.

Workload and work-life balance

Assessment and marking featured heavily in the comments about workload. Examples include:

'The time marking could be better used for planning much better lessons which would have a more significant effect on the children's learning' (teacher)

'I feel that I work long hours. However, the workload is not unmanageable and due to my passion for teaching and the love of my job I dedicate a lot of time to the school' (teacher)

'Too much emphasis on data and not enough time to celebrate real achievements and experiences of the children' (teacher)

'Too many forms, assessment, emails, PPA time is fractured and not in a block if some of this was changed it would be a vast improvement' (teacher)

'Checking carefully the time impact of new initiatives on teachers before implementation' (teacher)

'I have to mark 90-120 books most days. Although I am happy and enjoy reading pupils work, I feel this number of books is not feasible and impacts on quality of marking, feedback and pupil progress' (teacher)

'Excessive levels of marking and feedback, which some children cannot access without adult support. Feedback then can take half of the next lesson' (teacher)

'PPA needed for support staff' (support staff)

'Having more resources to work with' (support staff)

Staff appraisal, pay progression and feeling valued

There were many comments on this area, particularly from support staff. Comments focused on lack of appraisal, documentation, mid-year reviews and robustness. There were very many comments (mainly from support staff) about appraisal (lack of) and pay progression. Typical comments include²:

'Appraisals could be more robust – more staff held to account, clear expectations for improvement and actions when needed' (teacher)

'My NQT observations and appraisals have been worthwhile. I took part in a triad observation programme for developing outstanding teachers and this was particularly supportive and beneficial' (teacher)

'There should be a spring term check (to appraisal) to ensure staff are on track to meet targets and support is in place if not. This would add to feeling valued' (teacher)

'Teachers on M1-6 made to feel they have to justify a pay increase when it should be automatic unless there have been major issues with their teaching' (teacher)

'I don't believe in classroom observations' (teacher)

'What is agreed in the appraisal does not always happen' (teacher)

'For the aspirations of staff to be part of the review meeting' (teacher)

'Having worked at the school for 20 years I feel that my role and skill set have evolved significantly and that these attributes have been given huge consideration in my placement' (support staff)

'I love my job at school. I might only be a lunchtime supervisor but I feel as important as all the other staff' (support staff)

'I don't have regular appraisals. I would like to go on more courses' (support staff)

'I haven't received my professional development yet; I never get feedback on the things I do' (support staff)

'I have never had an appraisal since I have worked here' (support staff)

'We have not had an appraisal for some time' (support staff)

'Top of scale and haven't had a pay increase or bonus for several years' (support staff)

'My pay does not reflect the knowledge I have and use within the school' (support staff)

'I feel the pay for support staff is not up to the living expenses. I feel I am not on the right pay scale but I'm not sure how to find out' (support staff)

² Note – comments were only requested of those that 'disagreed' or strongly disagreed'

Feedback and CPD

Comments were varied but suggests that there may be a lack of clarity over the nature of professional development (i.e. external training courses against in/cross school working) by some but CPD linked to appraisal not always robust and followed-through.

'Feedback often focuses on negatives' (teacher)

'I'd appreciate the opportunity to progress further in my abilities and what I'm good at having felt held back by poor opportunities for CPD...' (teacher)

'Limited CPD opportunities. I have not been told about or told where to find ant professional CPD training that may be of benefit...' (teacher)

'Quality CPD better than that offered by the LA' (teacher)

'I don't feel feedback from progress partner and TEFAT visits has been clearly communicated to staff....it can be difficult for everyone to know what's going well and what to focus on if there is no concrete feedback' (teacher)

'CPD has improved greatly, but those who want to be involved in the progress of the school need to know the outcome of the visits to be able to help improve' (teacher)

'I feel the Elliot Foundation has offered me many CPD opportunities and chances to observe and discuss practice across many different areas within the Trust' (teacher)

'We have some amazing training days....' (support staff)

Communication, consultation and change

'Communication and support needs to be improved' (teacher)

Consultation is key here, perhaps if some changes were proposals and consulted with staff, daily routines/timetables would be run a lot smoother' (teacher)

Staff are often presented with changes with no discussion or input' (teacher)

'The pace was necessary to bring about the change needed for our children, therefore it was neither manageable or unmanageable' (teacher)

'There hasn't been any consultation about any changes' (teacher)

'Any reorganisation has been discussed and is transparent and staff views sought' (teacher)

'Change in schools in general is fast paced due to the nature of the education system. However, from visiting places outside of education, they take much longer to affect change and help staff manage change. I feel sometimes, we expect things to change too quickly' (teacher)

'Better communication needed' (support staff)

'Management decisions sometimes appear to have been made without much consultation' (support staff)

'I do not feel my job is secure' (support staff)

Recruitment suggestions

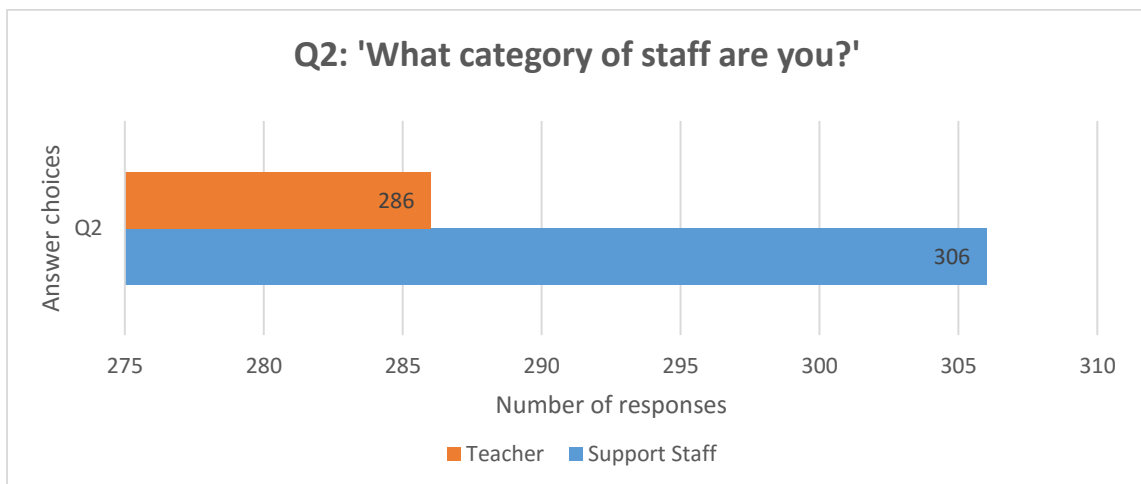
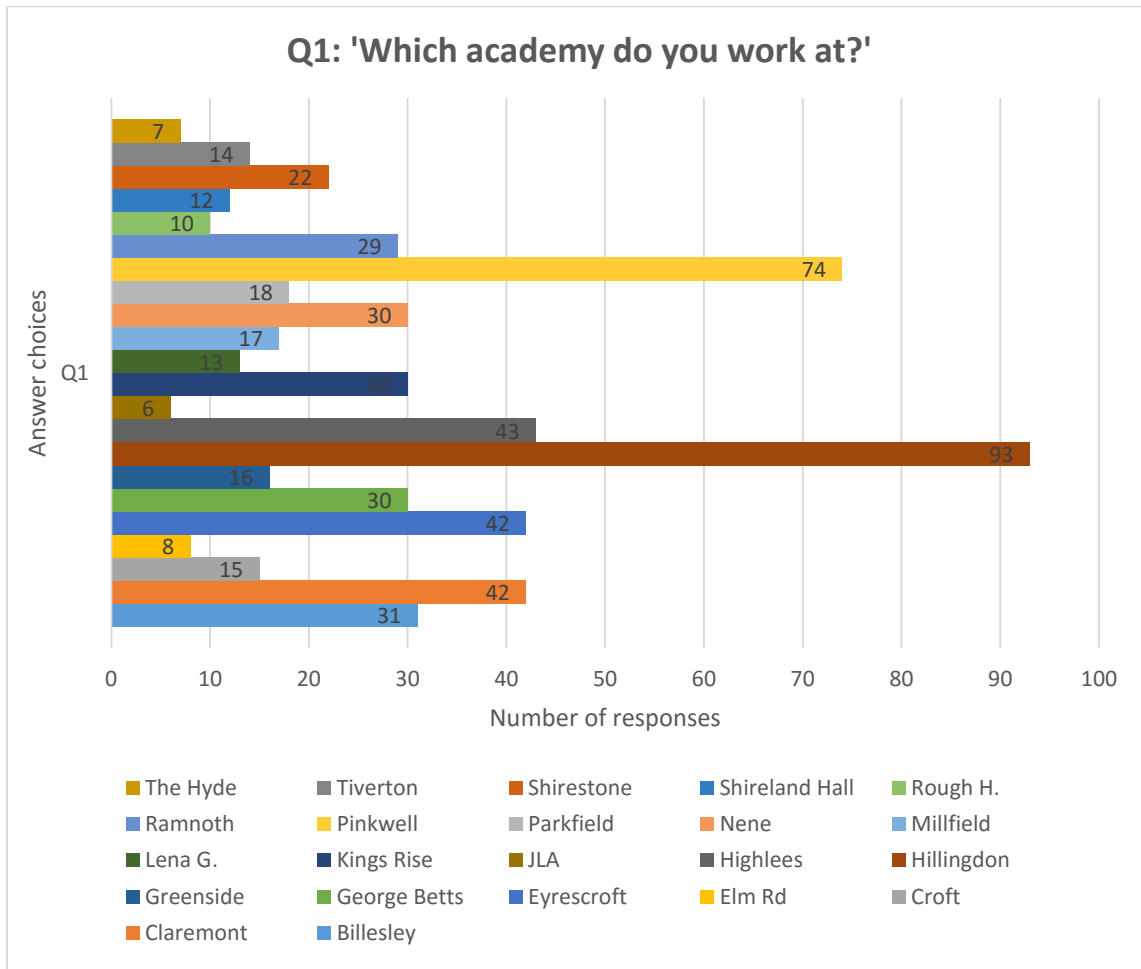
There were many comments in this section often related already covered in the comments section. Key ideas and themes from this will be used within a developing recruitment and retention strategy. Some key comments covered:

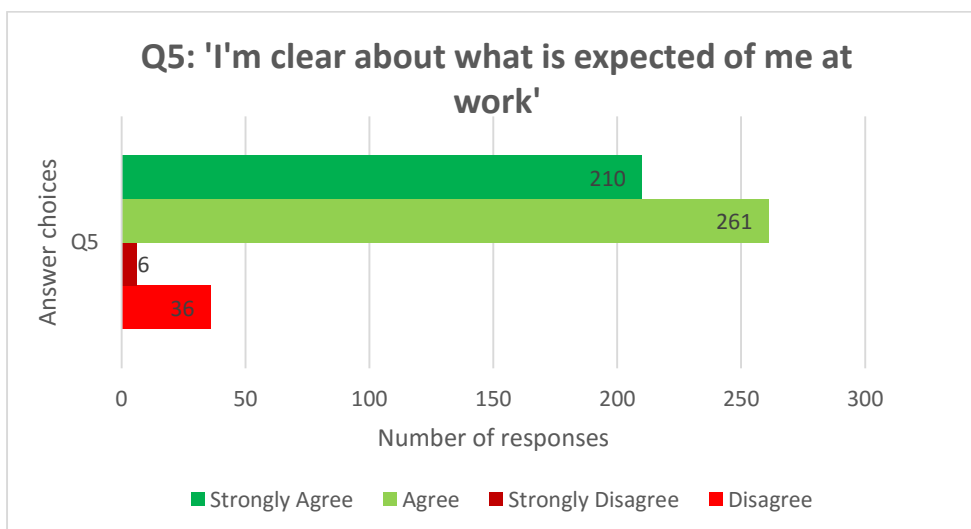
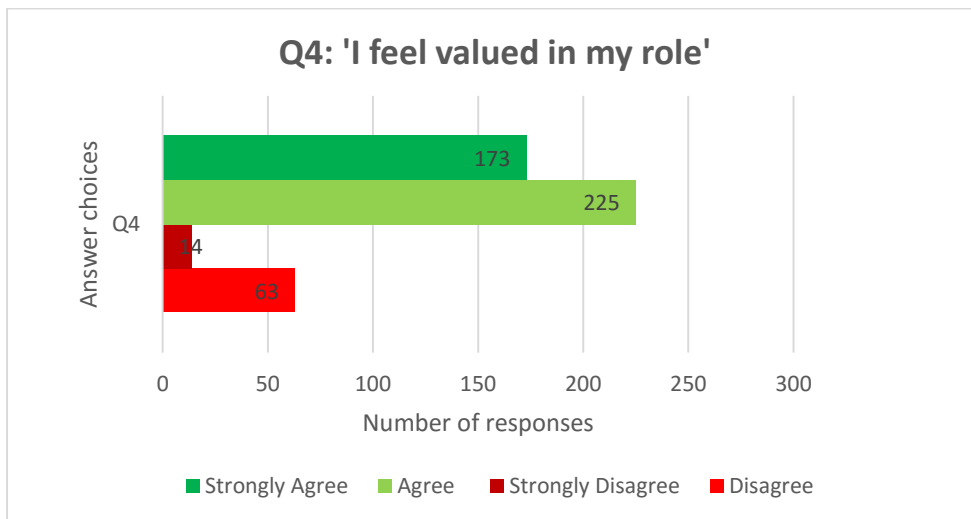
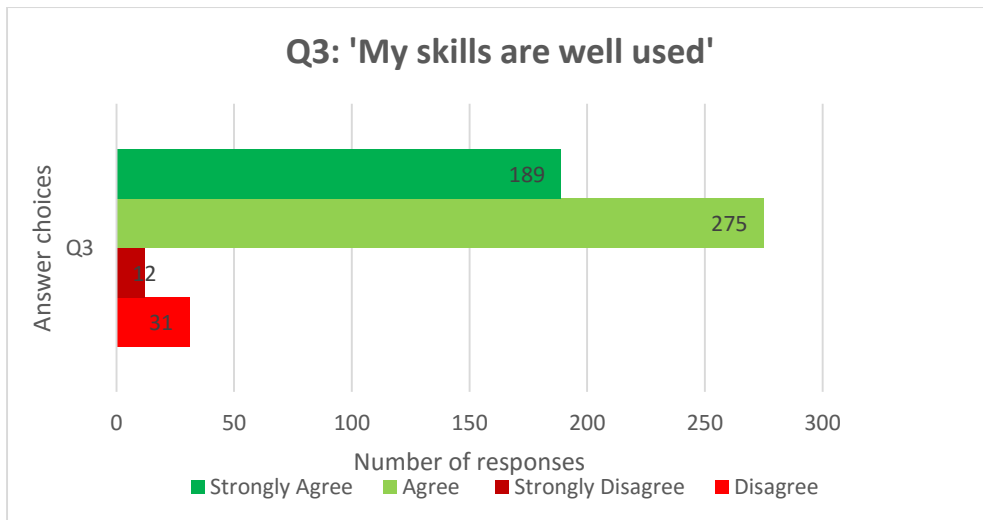
- Career development and progression
- Better communication with staff
- More CPD opportunities
- Valuing staff
- Reduce workload
- Improve work-life balance and well-being
- Maintaining national terms and conditions
- Sharing of expertise across TEFAT

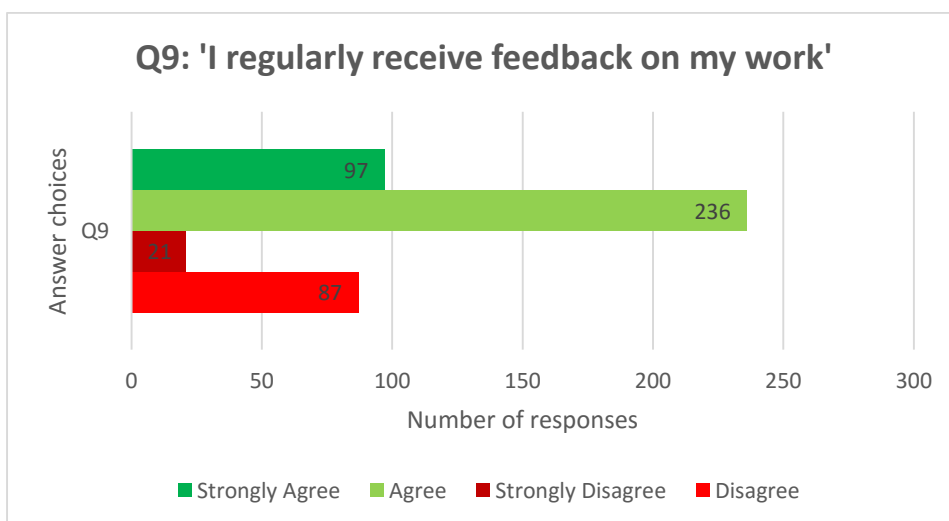
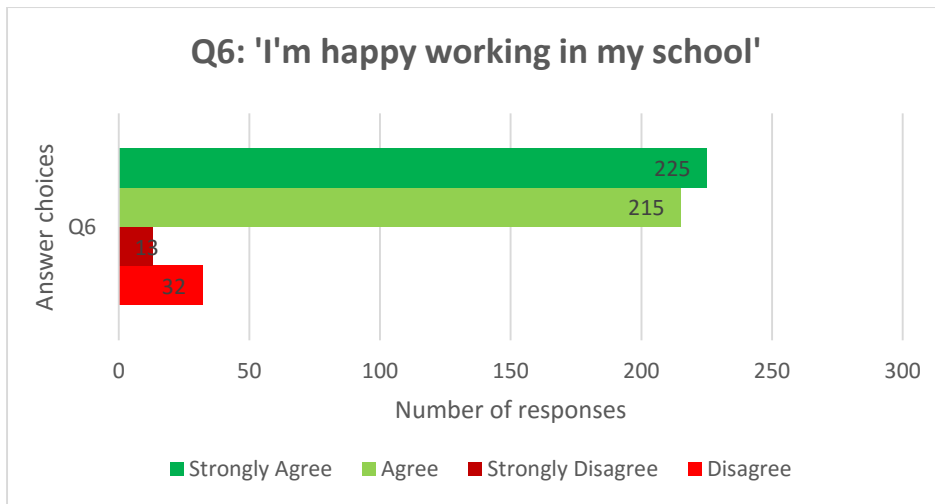
Action plan

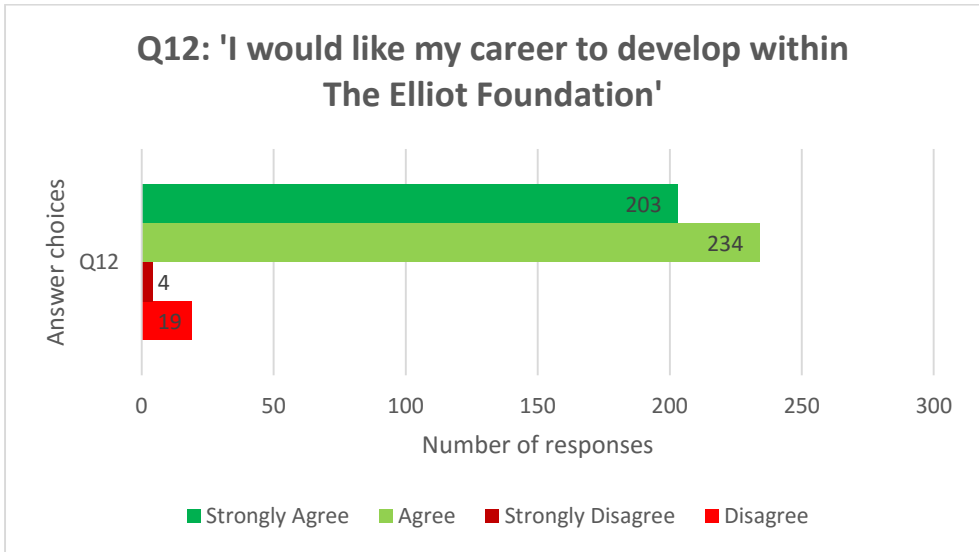
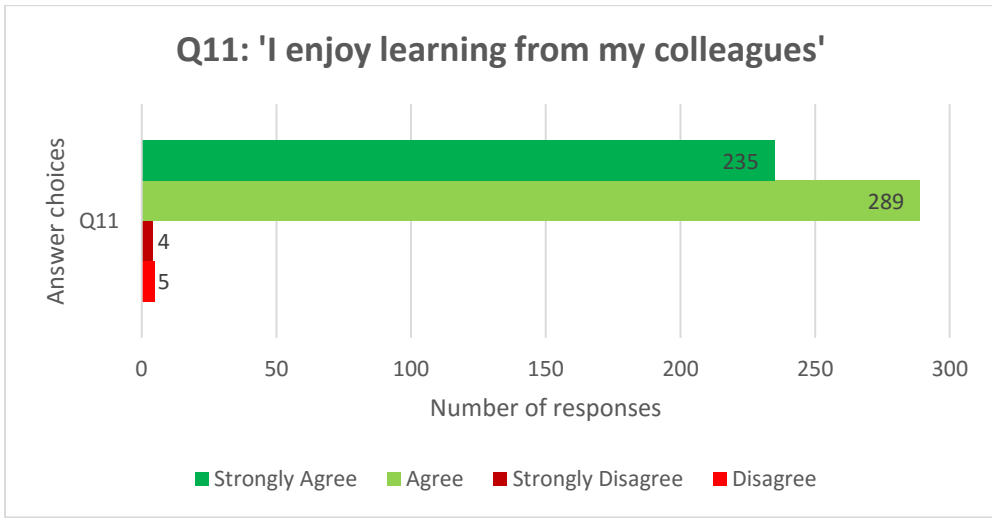
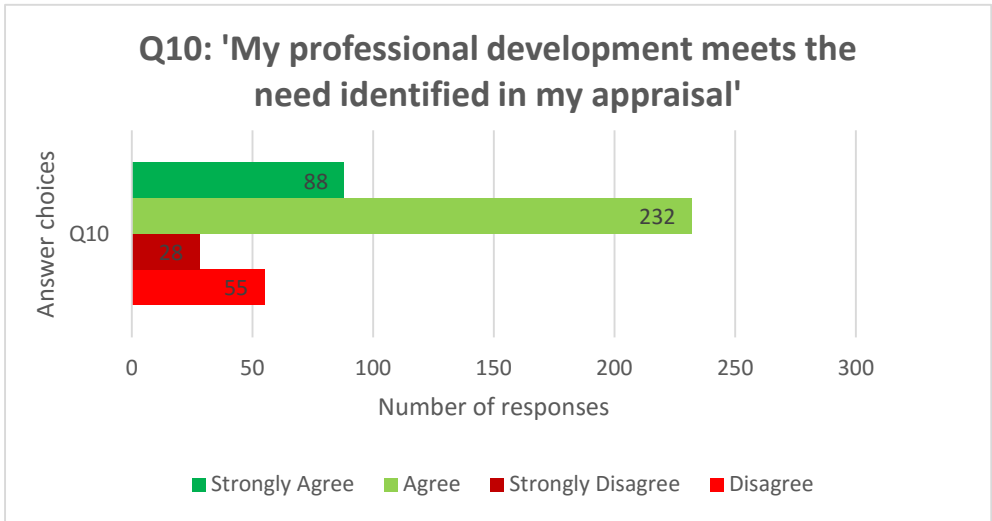
This is attached as Appendix D.

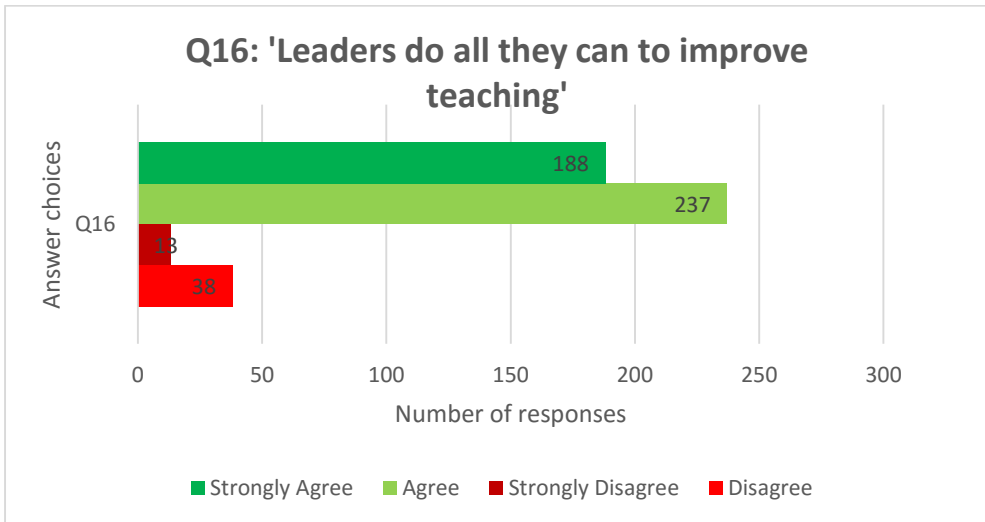
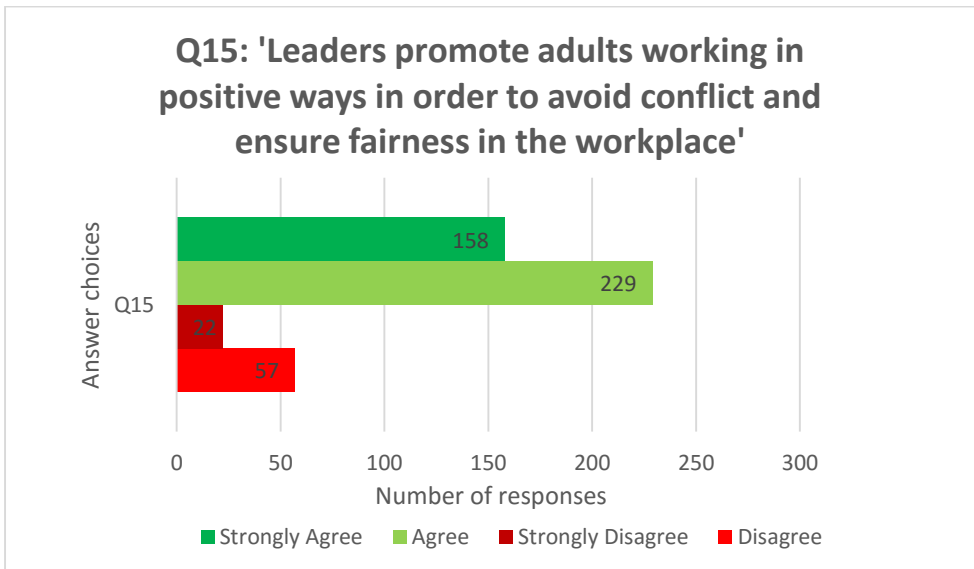
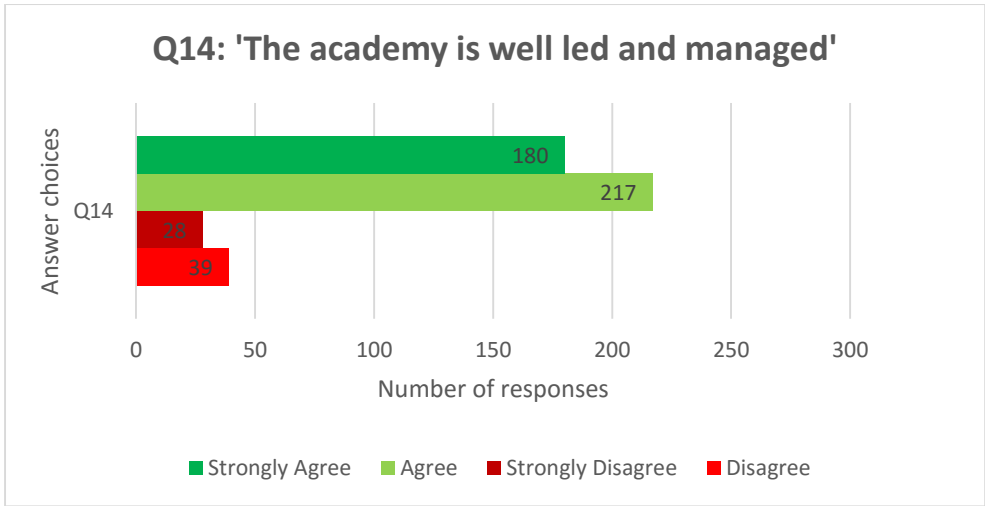
Appendix A - Full Staff Survey Results



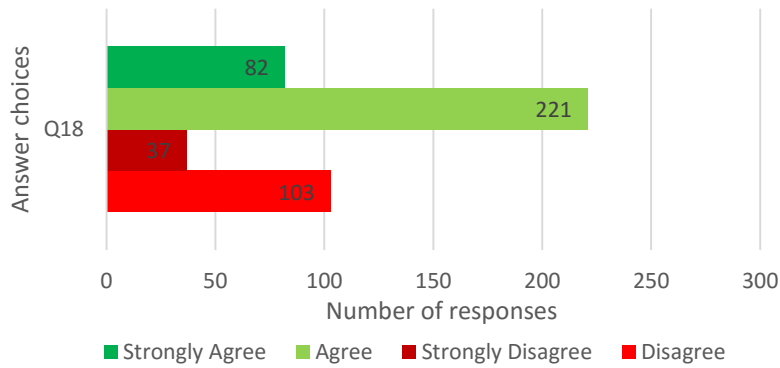




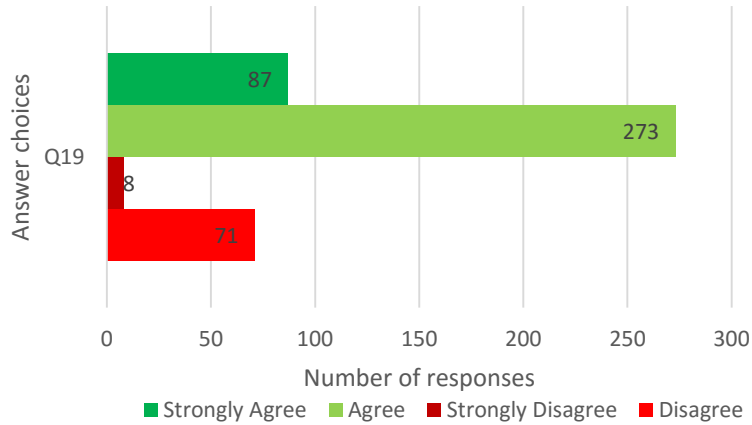




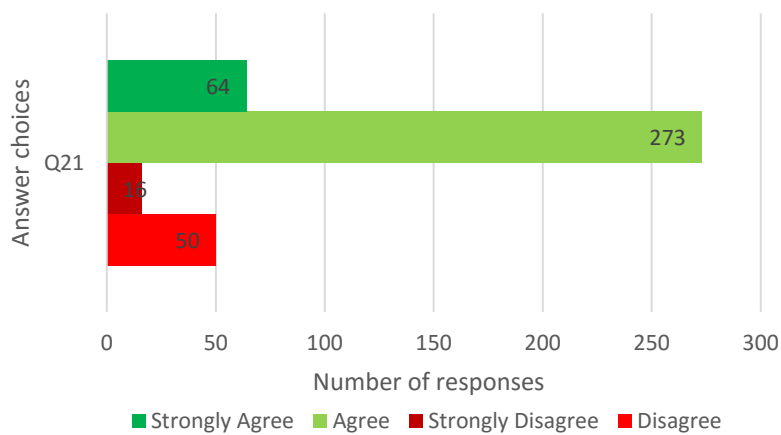
Q18: 'The balance between work and home life is about right'

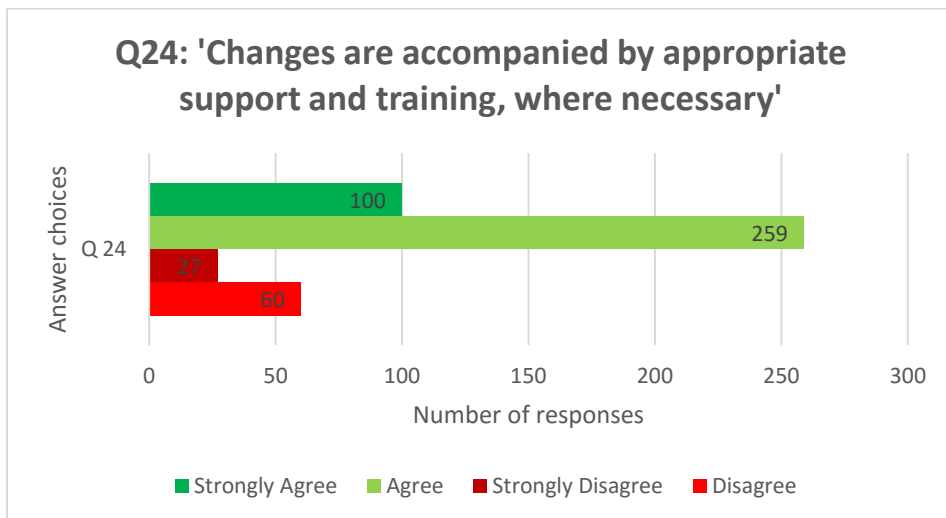
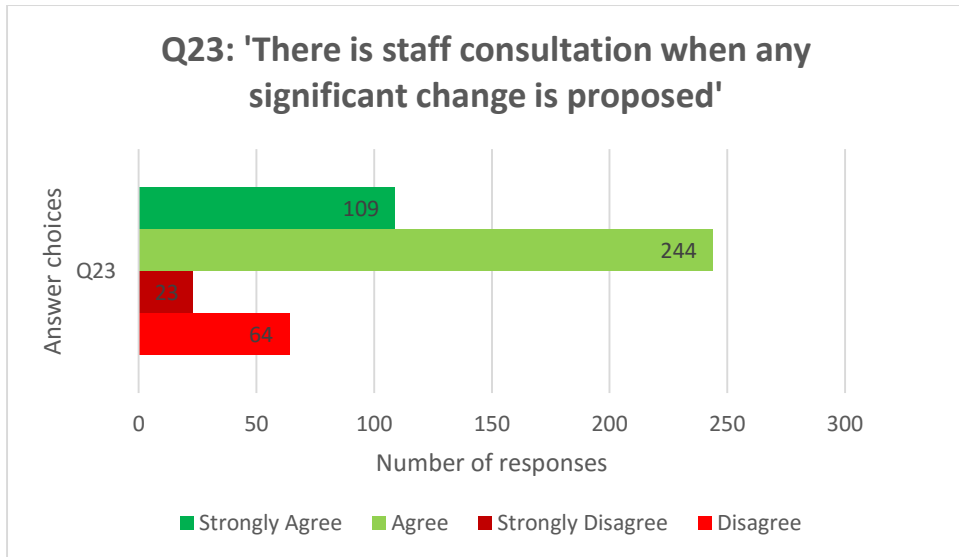
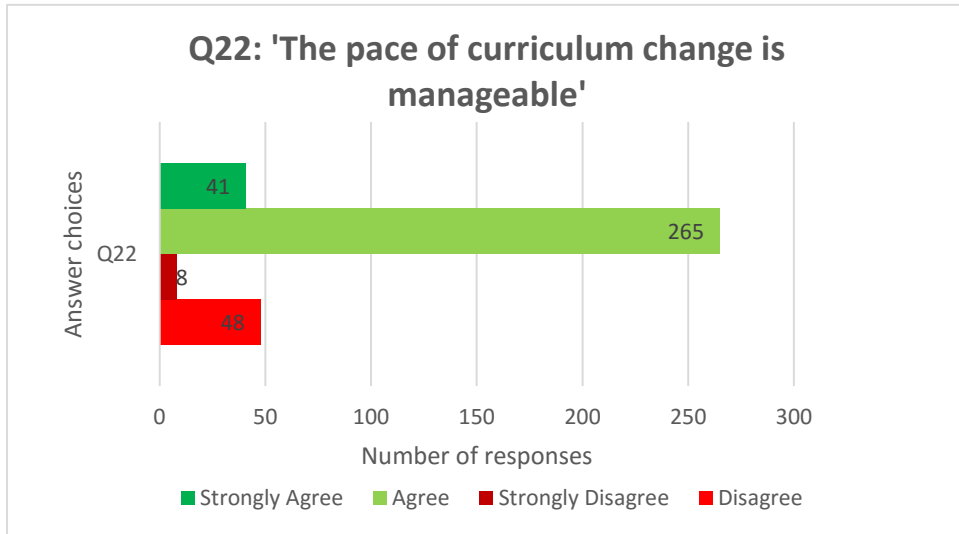


Q19: 'I am able to manage and cope with my workload'

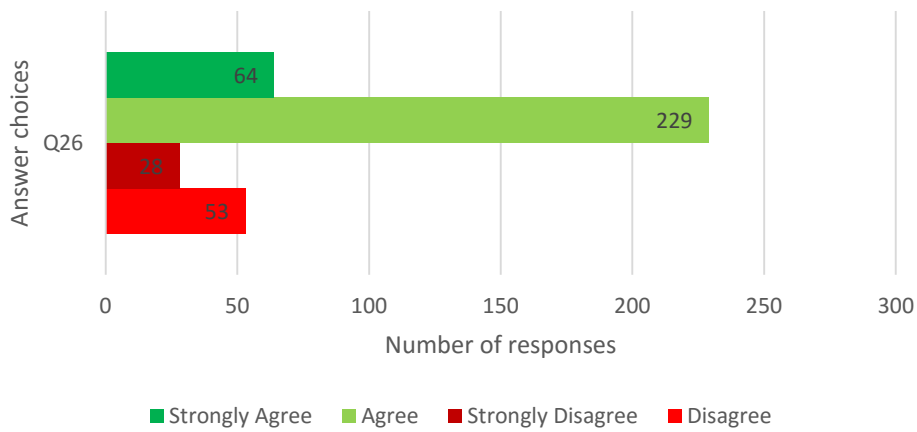


Q21: 'The pace of organisational change is manageable'

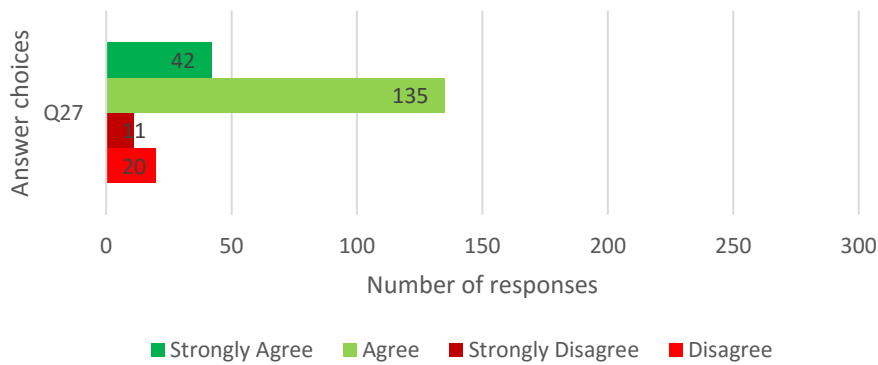




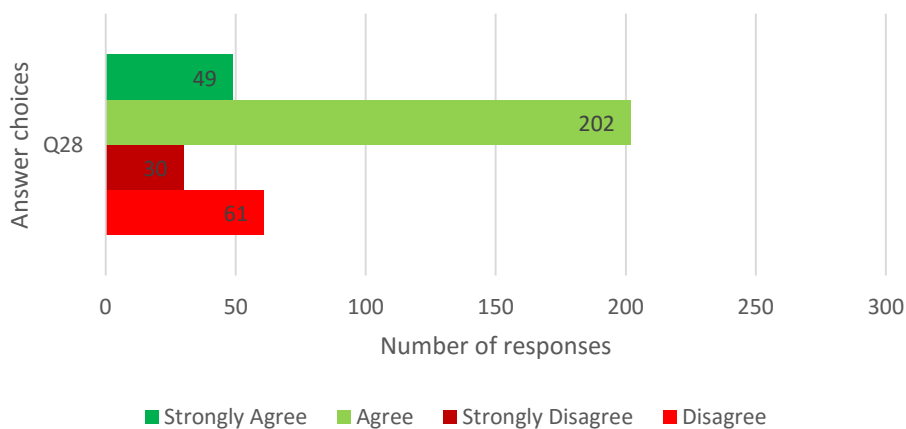
Q26: 'The staff appraisal process is working well'



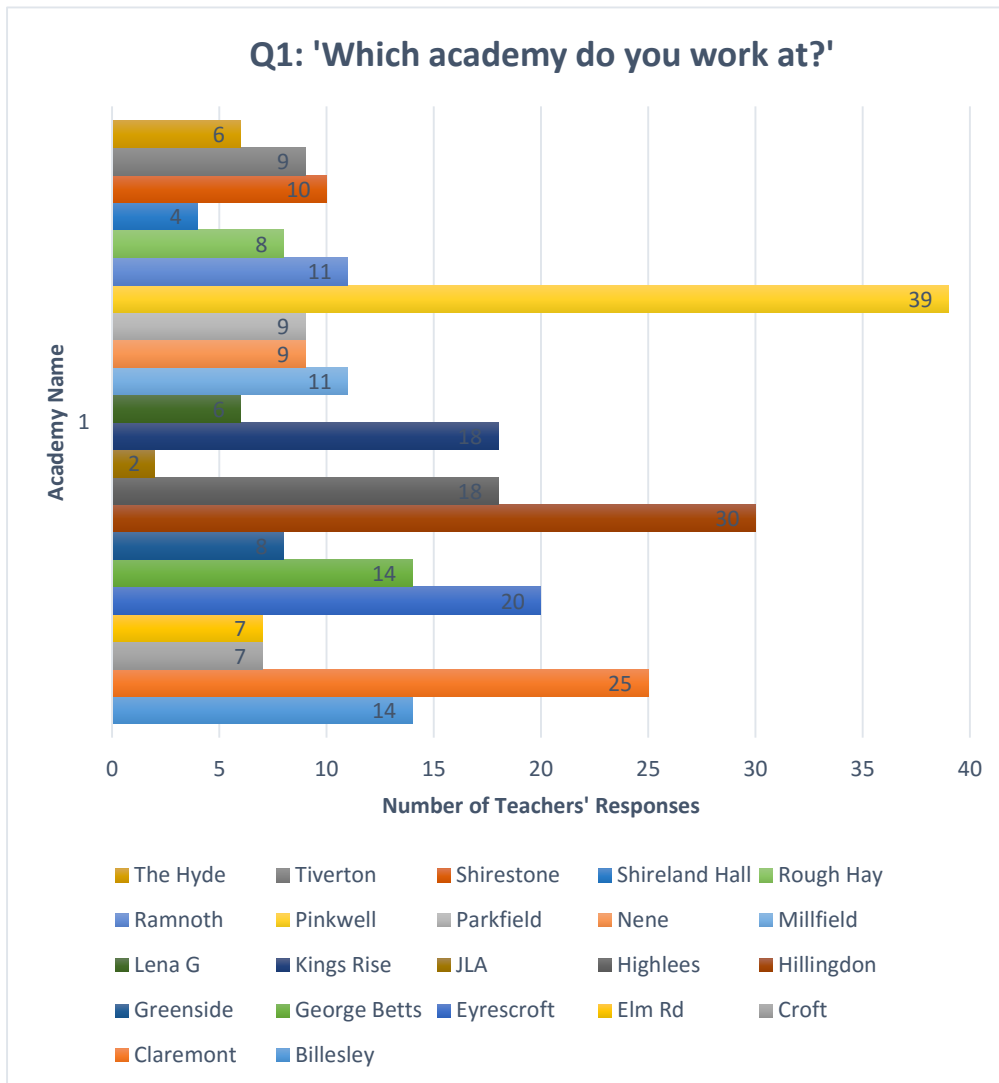
Q27: 'Classroom observation linked to appraisal is reasonable and supportive' [Teachers only response]

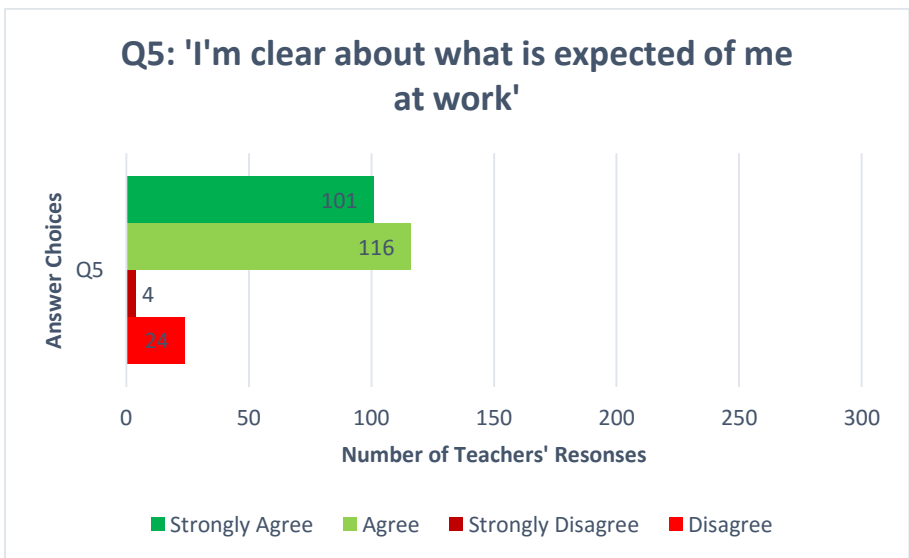
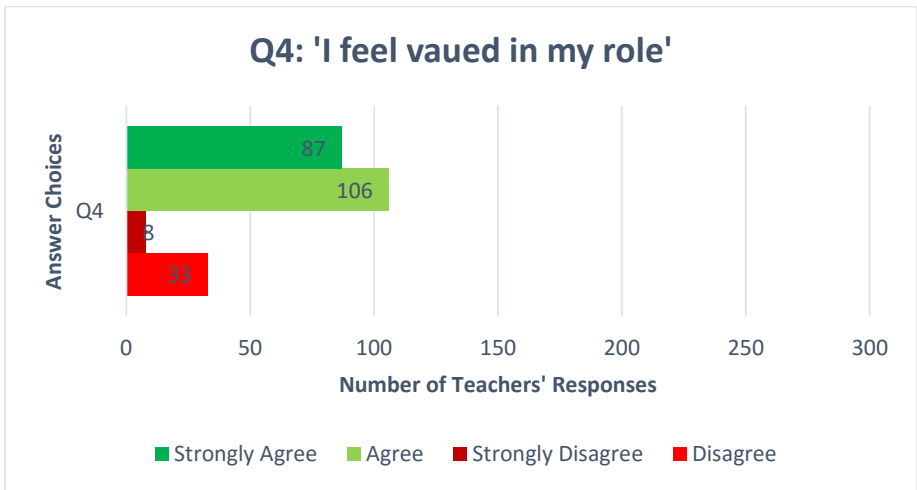
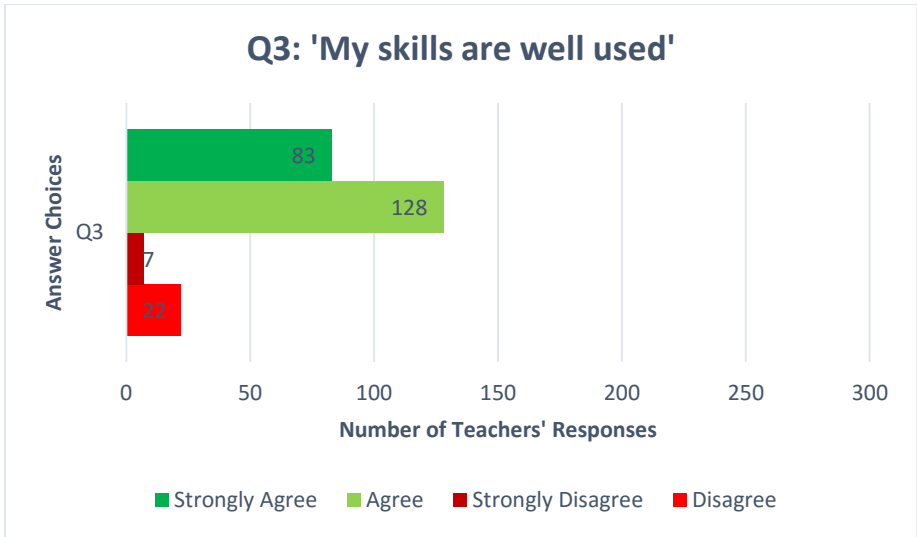


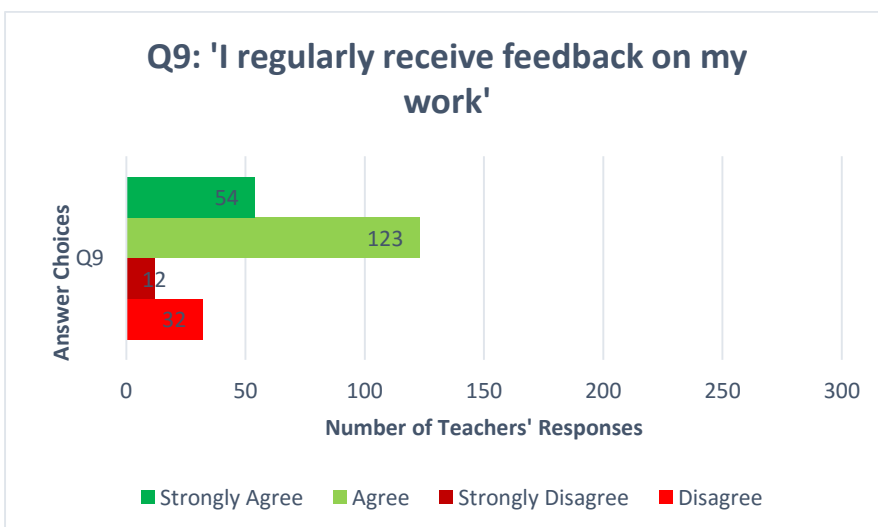
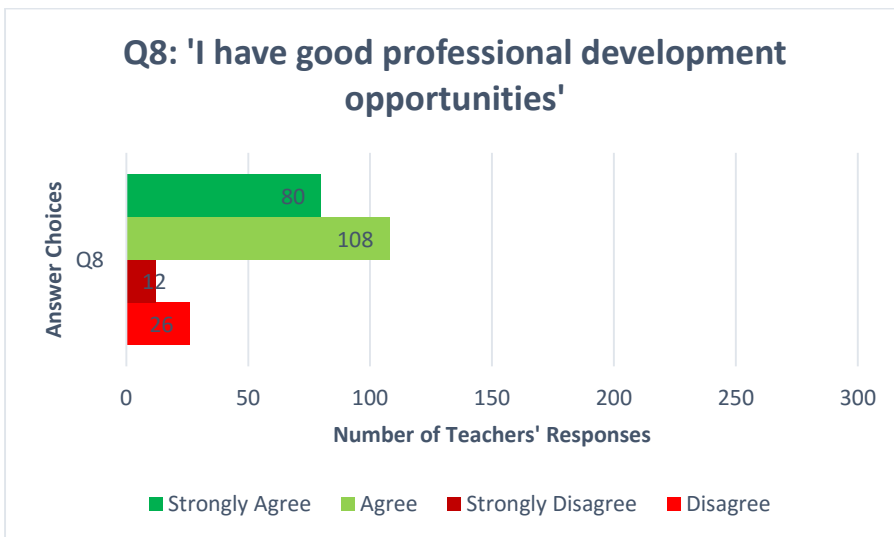
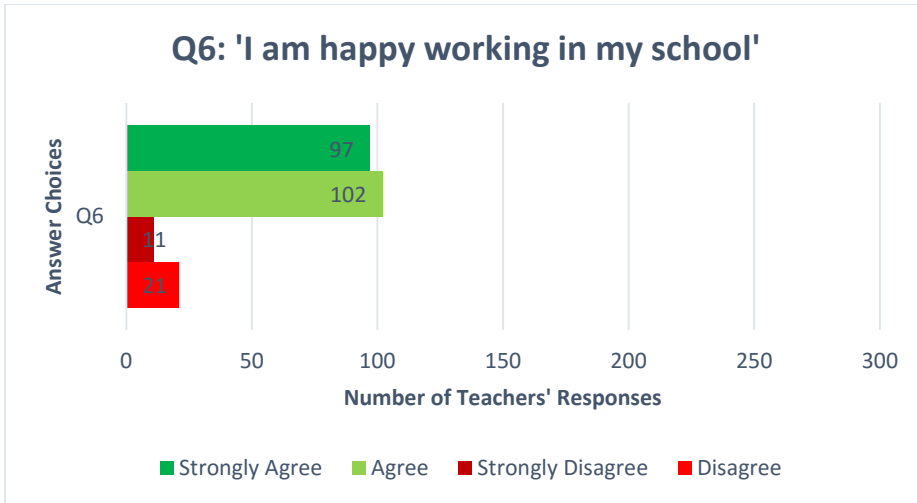
Q28: 'My pay progression is fair'



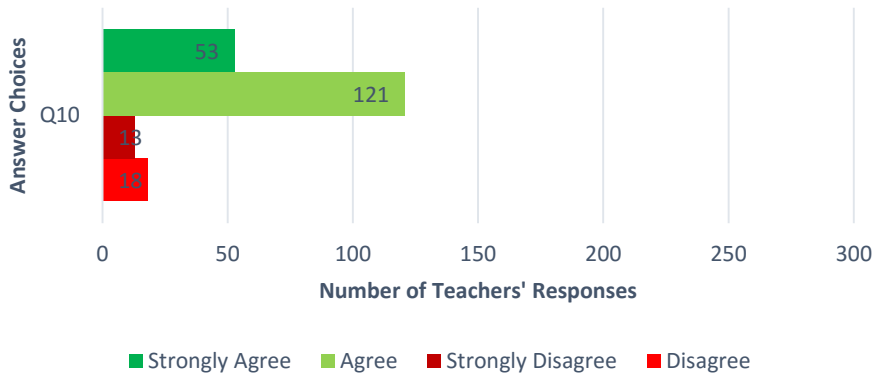
Appendix B - Teachers' Responses



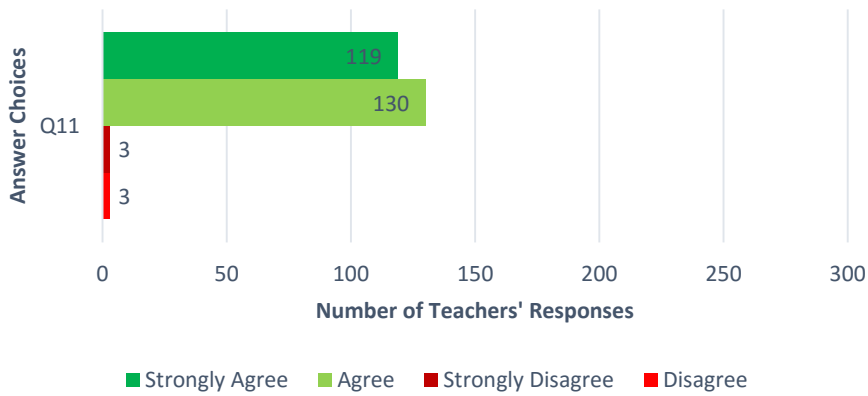




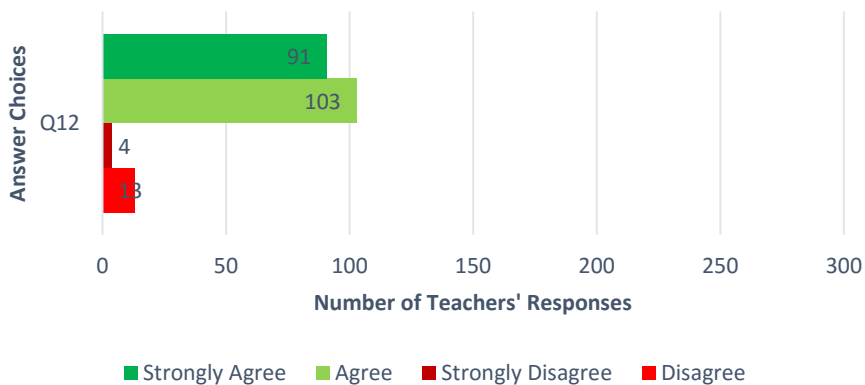
Q10: 'My professional development meets the need identified in my appraisal'



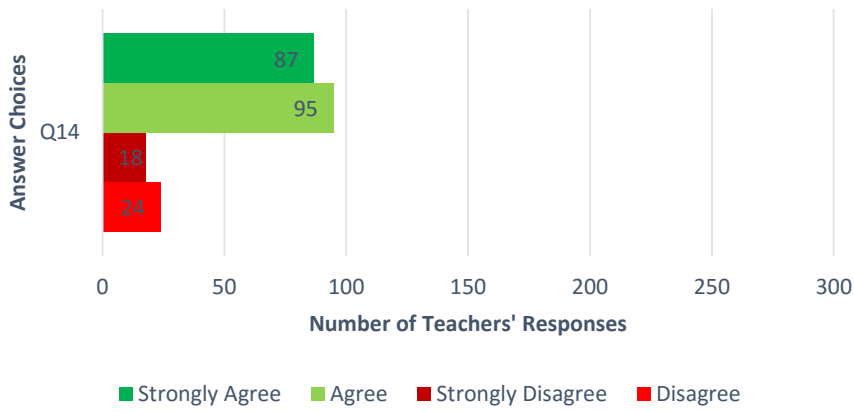
Q11: 'I enjoy learning from my colleagues'



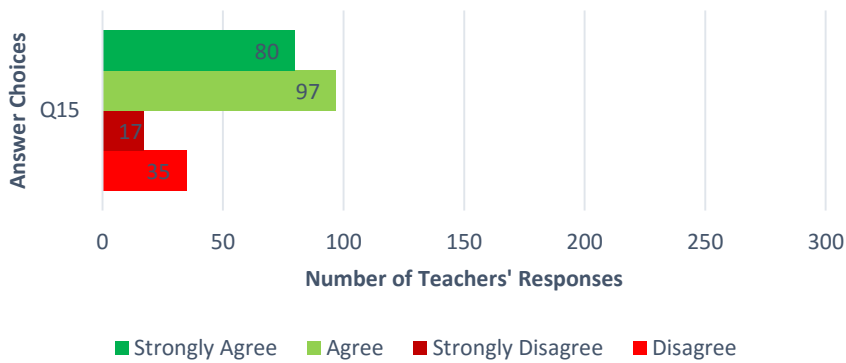
Q12: 'I would like my career to develop within The Elliot Foundation'



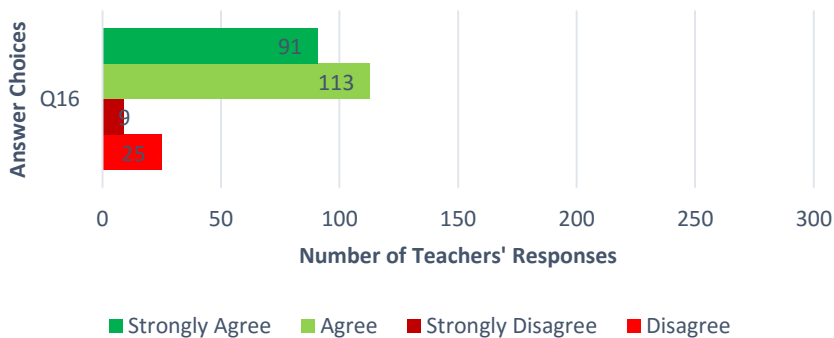
Q14: 'The academy is well led and managed'



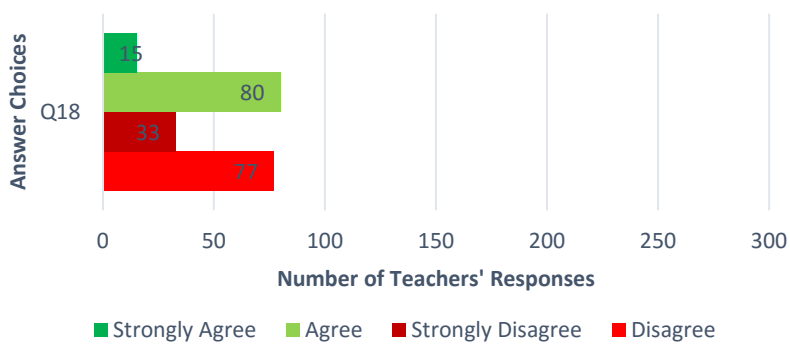
Q15: 'Leaders promote adults working in positive ways in order to avoid conflict and ensure fairness in the workplace'



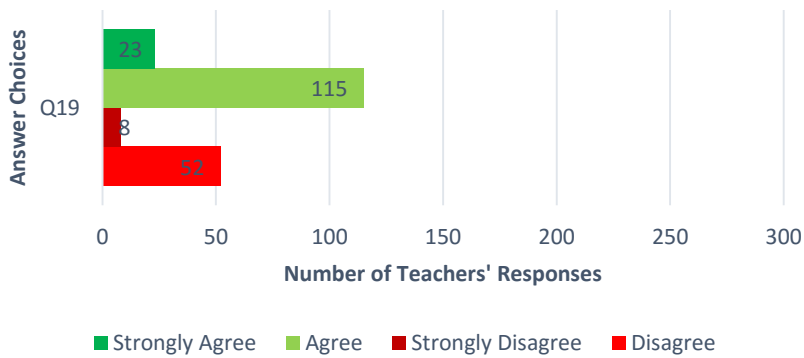
Q16: 'Leaders do all they can to improve teaching'



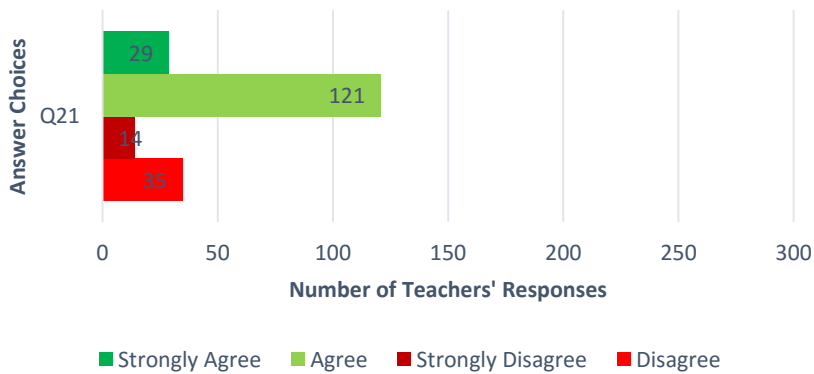
Q18: 'The balance between work and home life is about right'

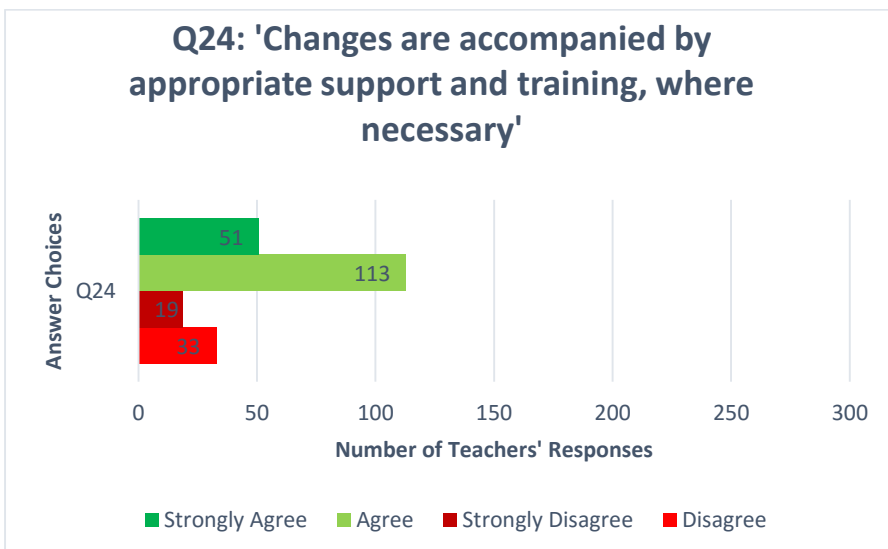
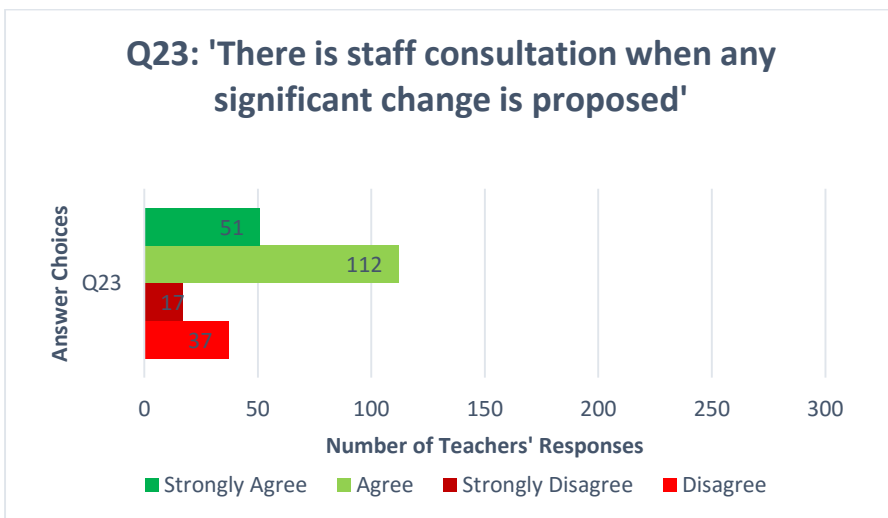
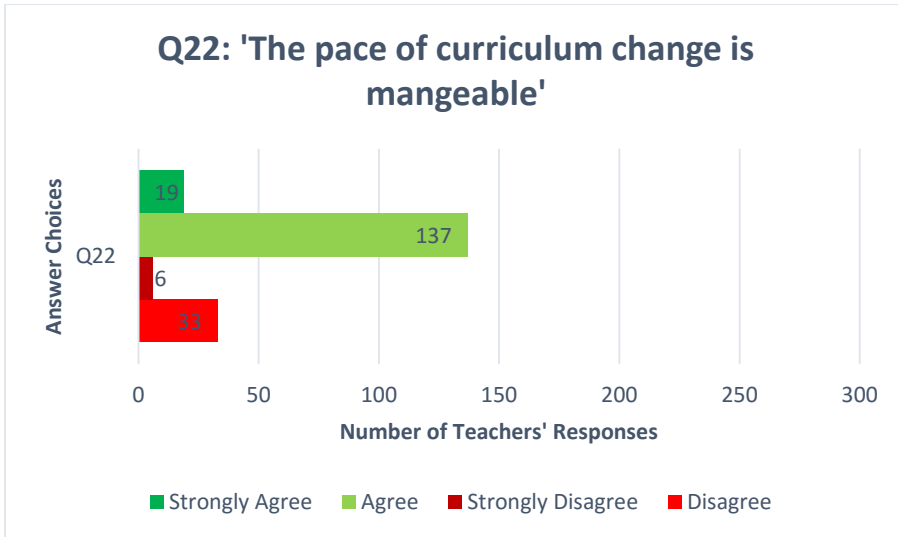


Q19: 'I am able to manage and cope with my workload'

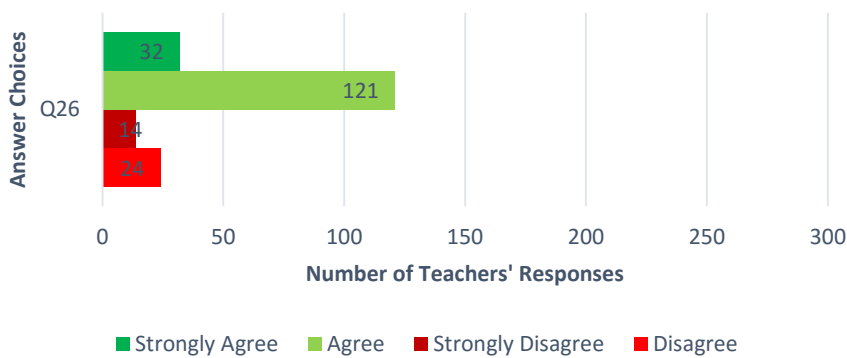


Q21: 'The pace of organisational change is manageable'

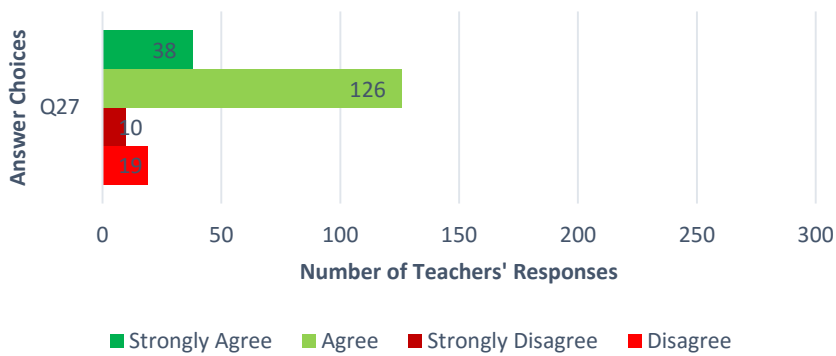




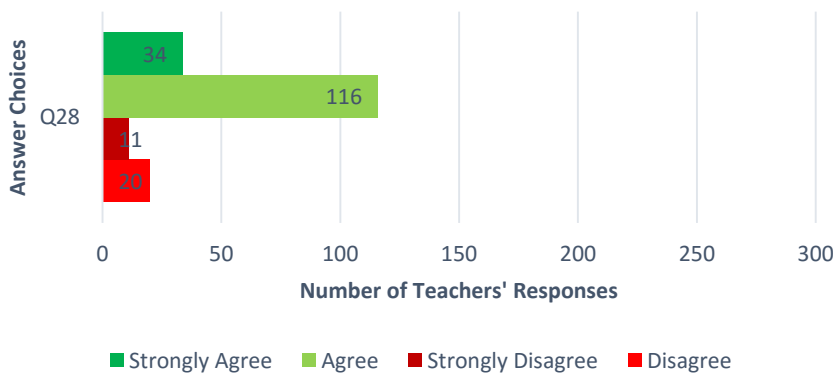
Q26: 'The staff appraisal process is working well'



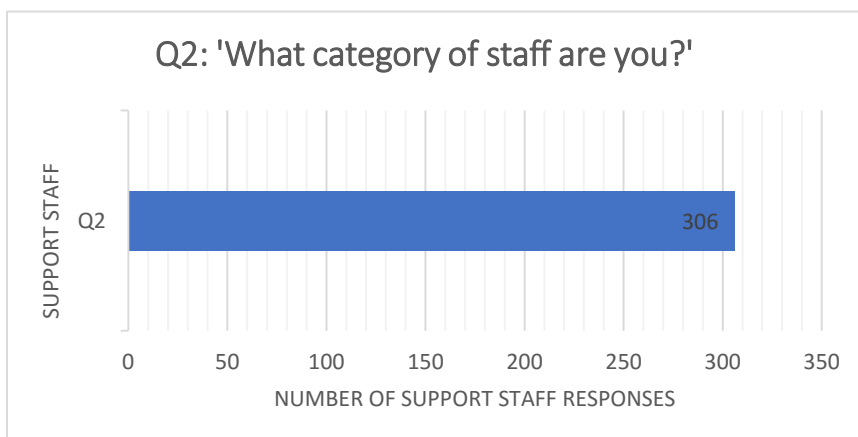
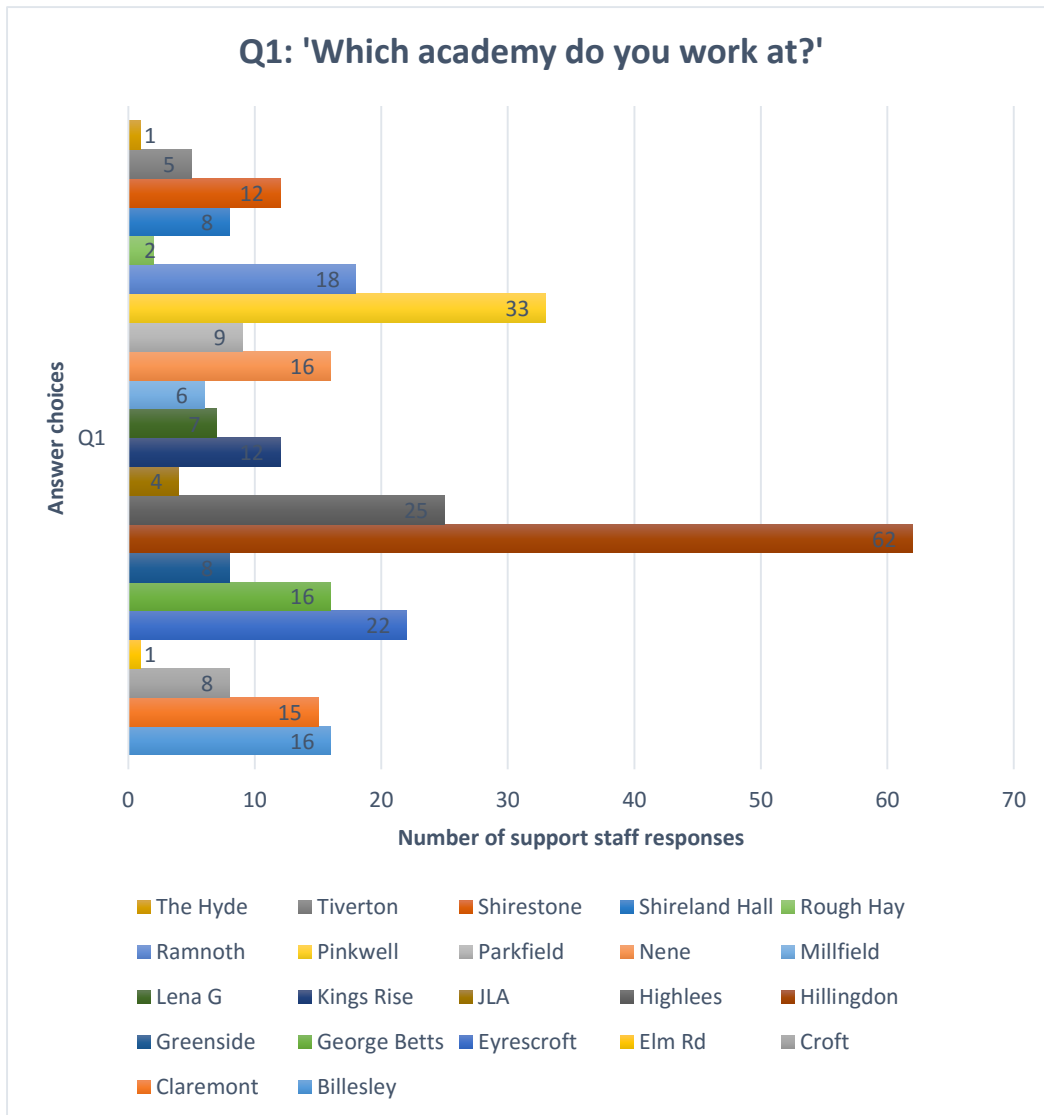
Q27: 'Classroom observation linked to appraisal is reasonable and supportive' [teachers only response]

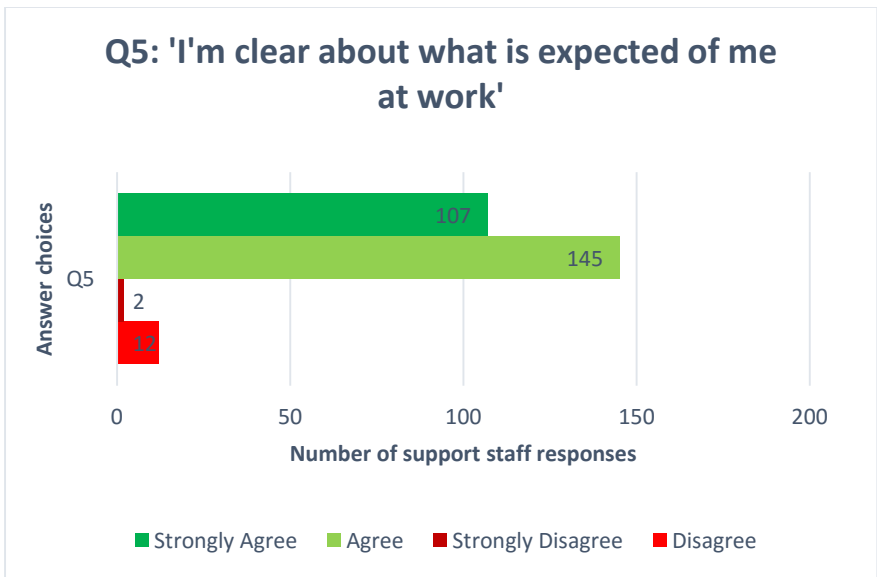
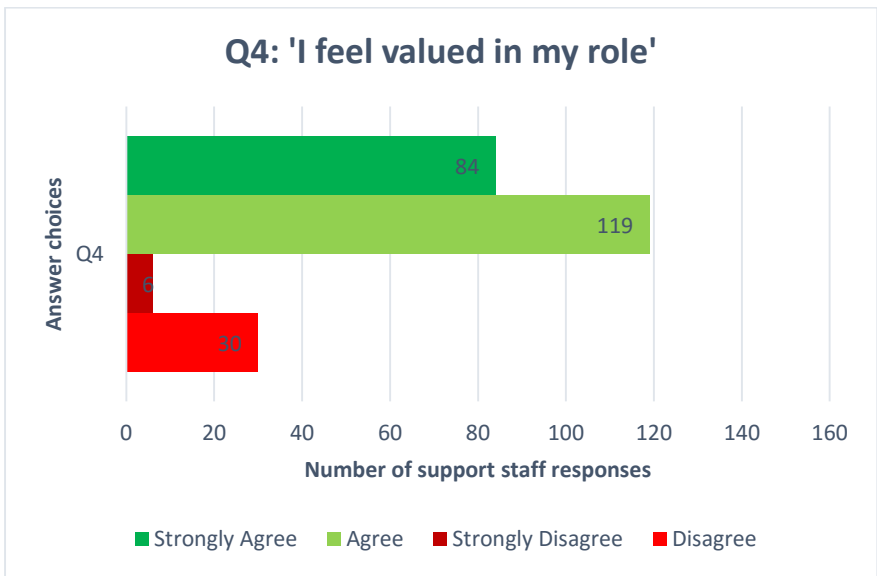
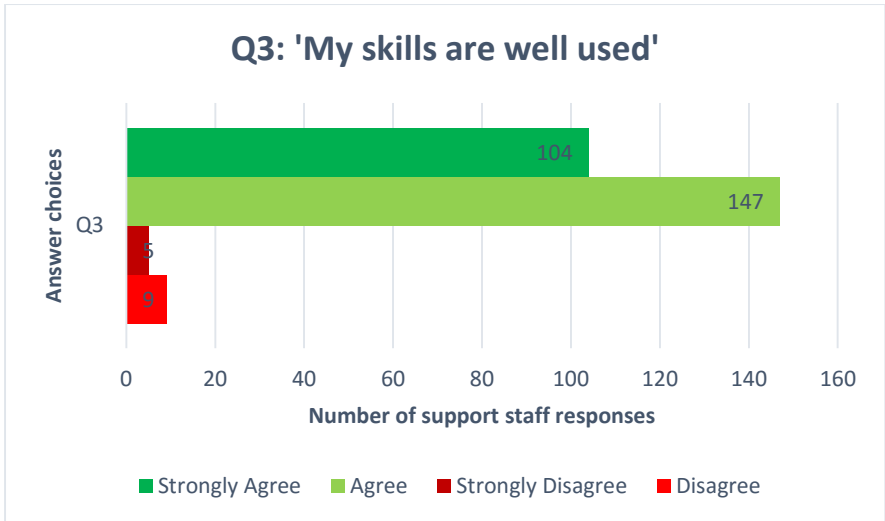


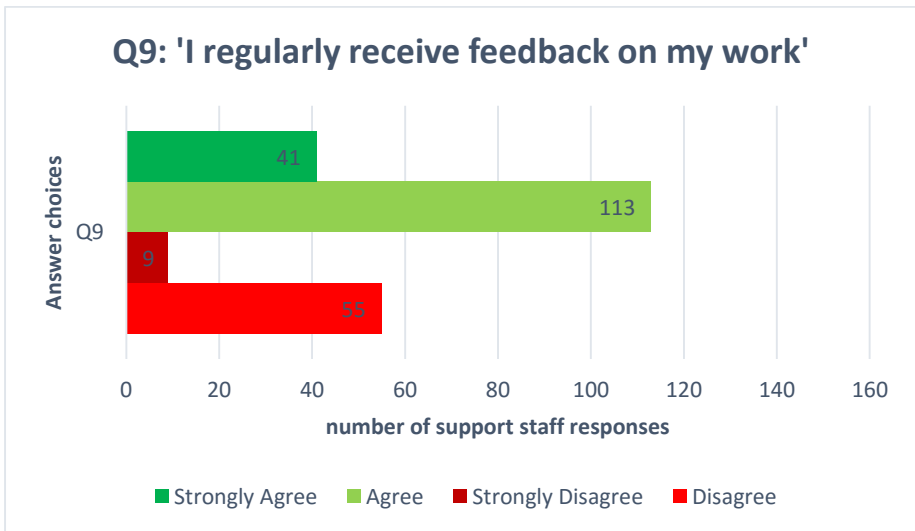
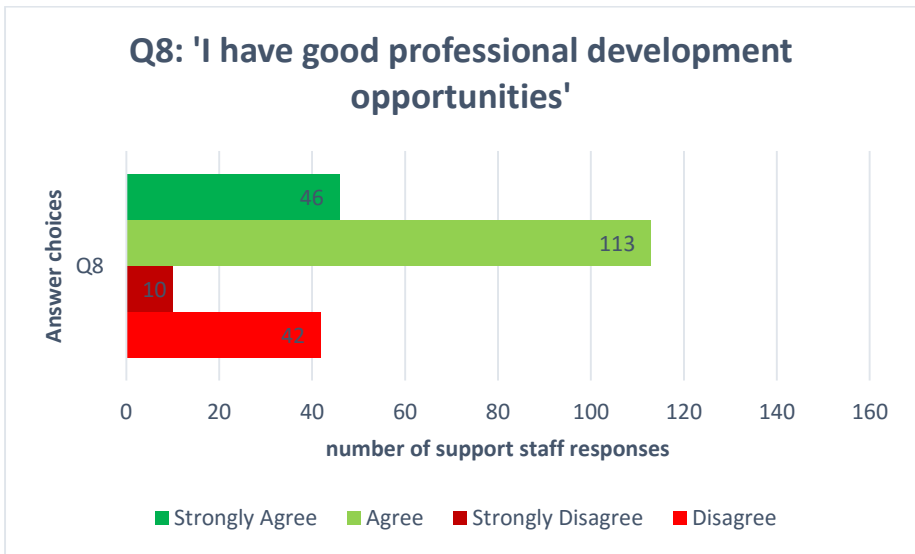
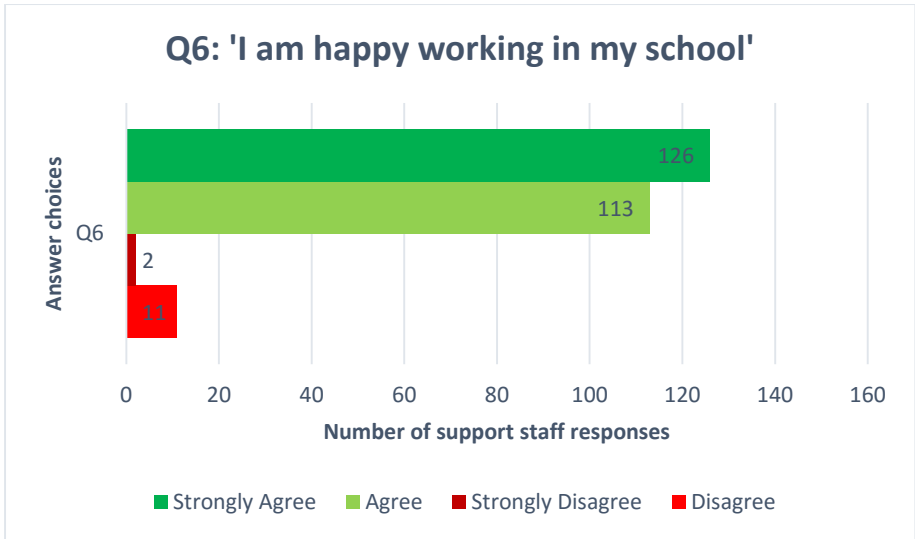
Q28: 'My pay progression is fair'



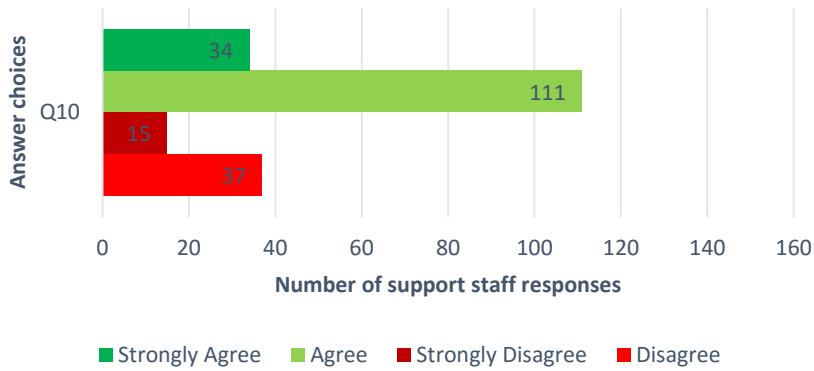
Appendix C - Support Staff Responses



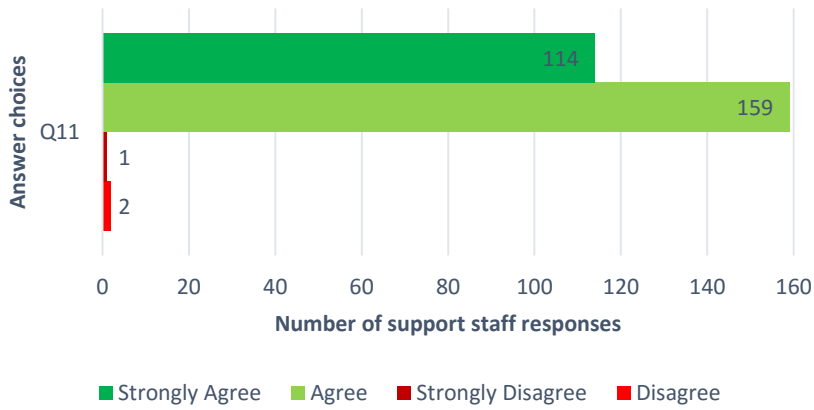




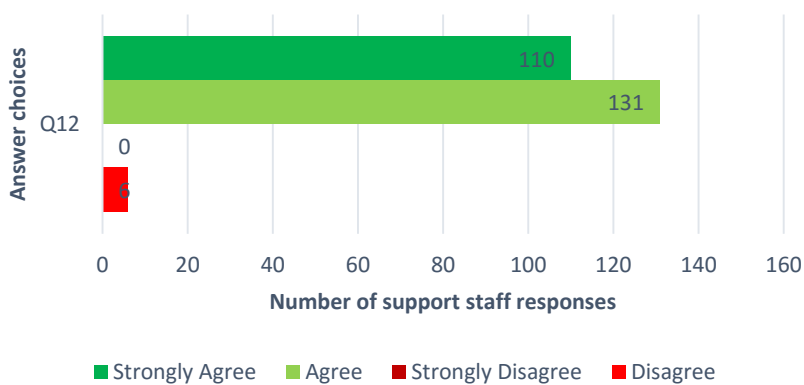
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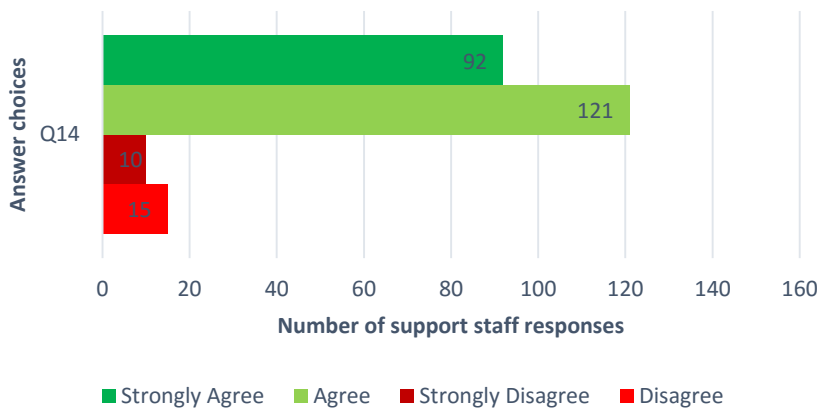
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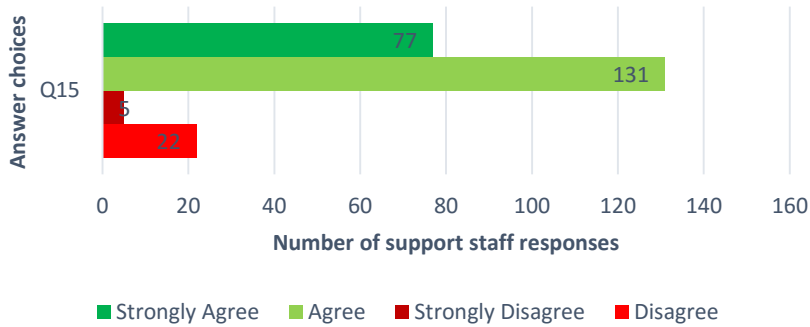
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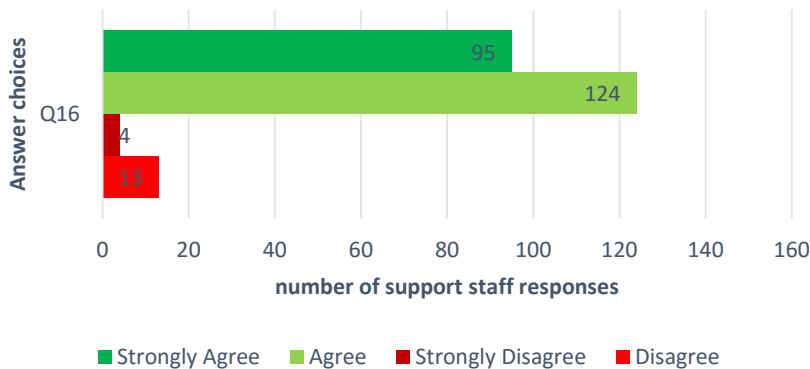
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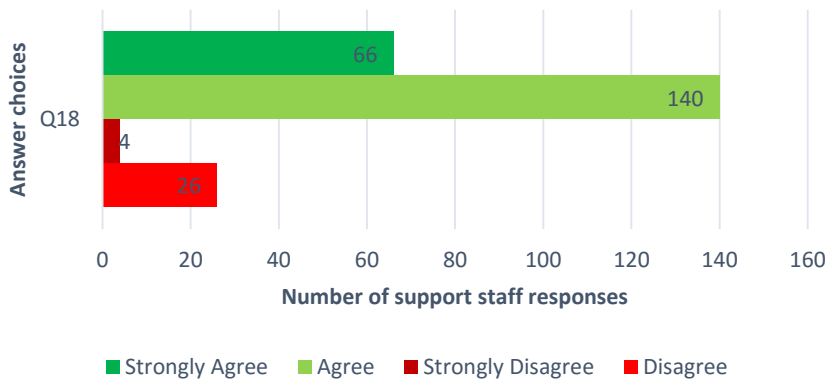
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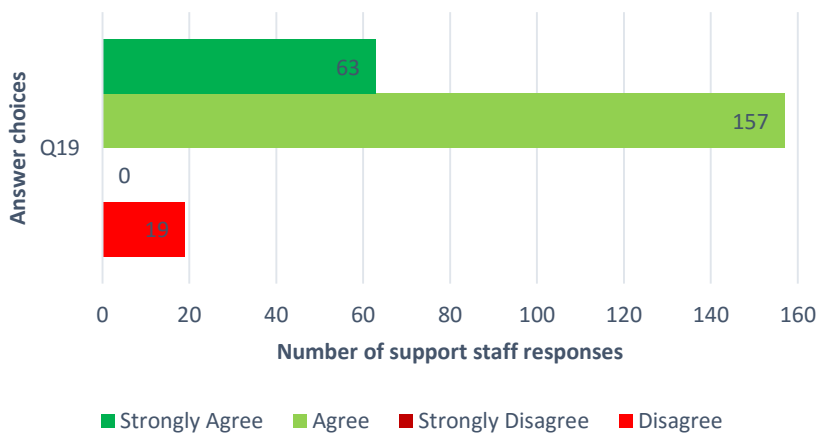
Q16: 'Leaders do all they can to improve teaching'



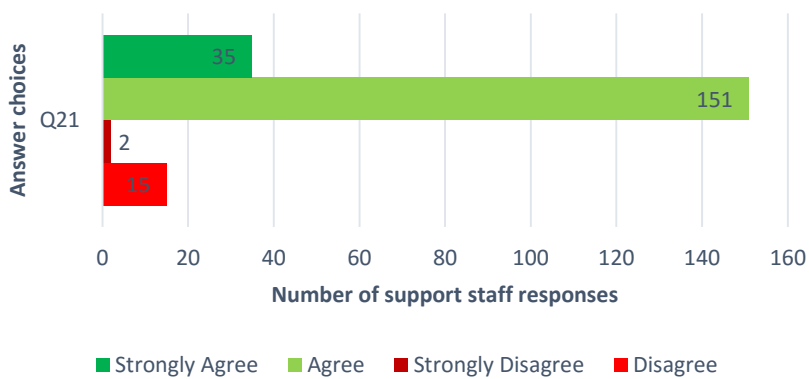
Q18: 'The balance between work and home life is about right'



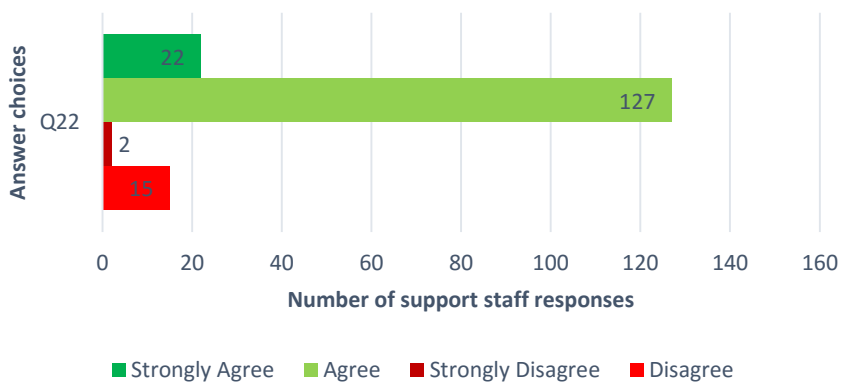
Q19: 'I am able to manage and cope with my workload'



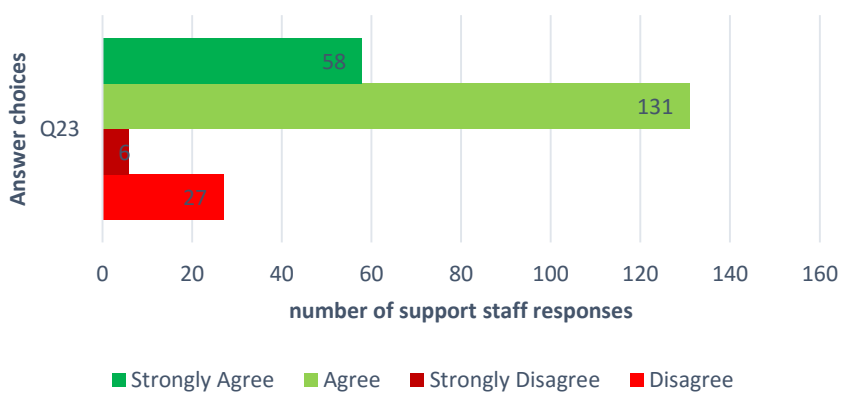
Q21: 'The pace of organisational change is manageable'



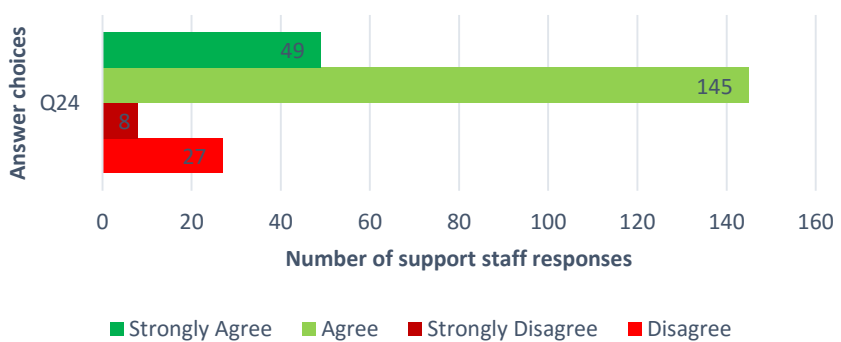
Q22: 'The pace of curriculum change is manageable'



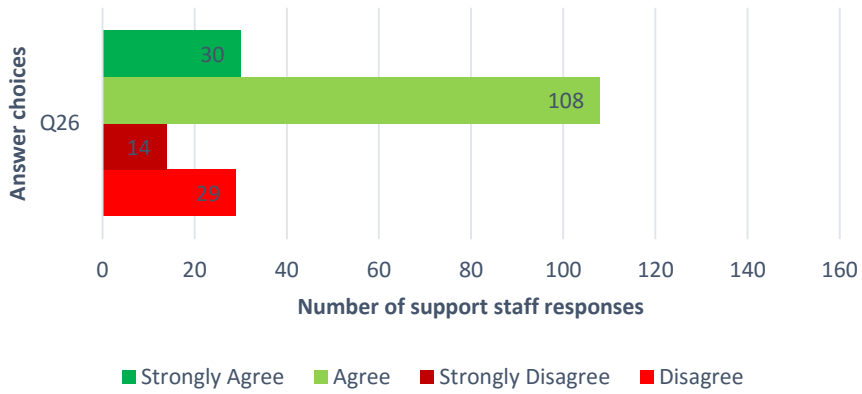
Q23: 'There is staff consultation when any significant change is proposed'



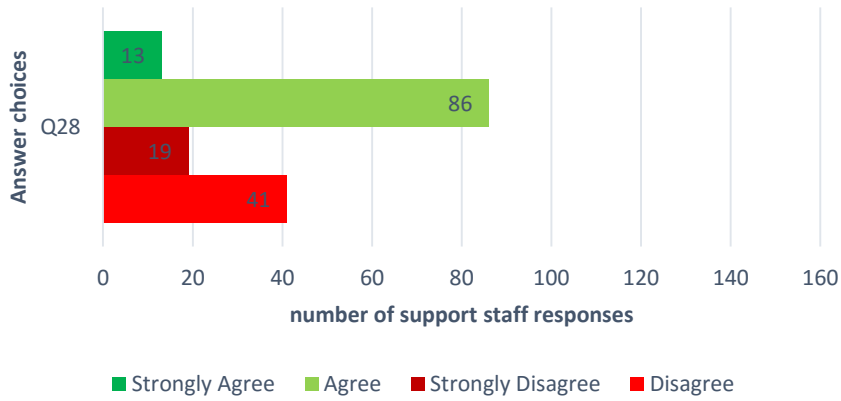
Q24: 'Changes are accompanied by appropriate support and training, where necessary'



Q26: 'The staff appraisal process is working well'



Q28: 'My pay progression is fair'



Appendix D - Staff survey 2016 – action plan (draft)

Key area	Action	Lead	Timescale
Workload and work-life balance	<ul style="list-style-type: none"> Discuss this through a working party consisting of staff, academy leaders and regional directors Develop a TEFAT commitment and proposed actions 	Director of HR and Governance and Regional Directors	Autumn Term 2016
Staff appraisal, pay progression and feeling valued	<ul style="list-style-type: none"> Review implementation of TEFAT Appraisal Policy Communication with staff on mechanics of pay and job evaluation 	Director of HR and Governance	Autumn Term 2016
Feedback and CPD	<ul style="list-style-type: none"> Prepare annex to Appraisal Policy providing advice, guidance and suggestions on academy-based approach to CPD for all staff and relationship to appraisal and career development 	Director of Development	Autumn Term 2016
Communication, consultation and change	<ul style="list-style-type: none"> Develop direct communication with staff from TEFAT using Google platform Publish TEFAT 'Reorganisation Policy' with guidance on consultation processes Set up termly meetings with local/regional trade union representatives with TEFAT Establishment of academy-based staff representative's consultation meetings 	<ul style="list-style-type: none"> Director of Innovation Director of HR and Governance Director of HR and Governance + Regional Director (School Effectiveness) Director of HR and Governance with Regional Directors and Principals 	<ul style="list-style-type: none"> In line with development timetable for Google platform Autumn 2016 Autumn 2016 2016-17

