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Talent management in academies

Professor Brent Davies & Dr Barbara J Davies

‘The ability to attract and retain high quality individuals is a key leadership challenge.’

‘It is important to separate the idea of performance from the notion of potential.’

‘The talent is in spotting it!’

‘Talent management is the systematic effort to recruit, develop and retain highly productive and promotable people.’

‘A genius for making things happen with minimum fuss.’

‘Opportunities will help the talented person feel motivated and aligned to the organisation.’

‘The academy has a set of policies, systems and procedures which work for us.’

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This paper considers how the academy movement can enhance the development of talented leaders by adopting a talent management approach. It will look at talent identification, talent development and establishing a talent culture. It provides points in the text for readers to reflect on their own talent practice and provides case examples from current academies. The aim of the paper is to assist in a strategic conversation within the academy movement on talent development.

Talent management is increasingly seen as a critical factor in developing successful organisations and is a strategic priority for businesses. It is just as critical a factor for schools. The growing leadership skill shortage, difficulty in appointing principals (and other senior/middle leaders) and the work/life balance agenda is leading to a shortage of people who are capable of making a difference to organisational performance. A focus on talent management will contribute to other strategic objectives; such as building a high performance learning environment and adding value to the academy brand. This is different from simple succession planning and filling typical hierarchal leadership roles that exist today, as it is a process of providing able and talented people who will create new and different leadership roles in the future.

‘Talent management pertains to making an investment in people development, by identifying talented individuals to develop for leadership roles in the organisation’.
(Gay and Sims 2006)

This is particularly important for the academy movement and community which are facing the challenge of developing innovative and imaginative leaders to meet the needs of school transformation. Individual academies need to develop a talent pool and need to co-operate with other academies in cross-institutional development of leadership and curriculum talent. This is of significant interest to academy groups where staff can be presented with a coherent developmental strategy with planned work opportunities in different academies in the group and integrated professional development opportunities. This should provide new staff and middle leaders with cross-institutional leadership opportunities, award-bearing qualifications and in-house development to systematically enhance the talent pool within the group.

‘Talent management is the systematic effort to recruit, develop and retain highly productive and promotable people’.
(Rothwell and Kazanas 2004)

It is not enough to attract people with high potential, there must be a planned strategy for managing their talents which is supported by processes to retain the commitment and properly use their abilities. The ability to attract and retain high quality individuals is a key leadership challenge as the academy community moves forward.

There are many views on the nature of talent. The Chartered Institute of Personnel and Development states:

‘Talent consists of those individuals who can make a difference to organisational performance, either through their immediate contribution or in the longer term by demonstrating the highest levels of potential’.
(CIPD 2007)

Talent management is defined as a systematic and dynamic process of discovering, developing and sustaining talent. What works depends on the context and the way the organisation implements practices. So talent management may be organisational specific and dependent on the context, but could be defined as:

‘...the systematic attraction, identification, development, engagement/retention and deployment of those individuals with high potential who are of particular value to an organisation’.
(CIPD 2006)

This is the basis of developing a culture that will provide leaders not just for existing roles in academies but new and exciting ways of leading in academies in the future. Writers in leadership literature tend to use ideas like those below to articulate the shift in organisational culture:

Current development culture	Talent management culture
Benchmark current practice	Be ahead of the curve
Reliable employees	Creative, challenging employees
Predictable promotion structures	New and different school structures
A job	A high performance role
Risk adverse	Adventuresome

Cross (2007) describes talent as :

‘...a genius for making things happen with minimum fuss and inspiring others to do the same’.

It could be questioned, given the nature of ‘talent’, whether talent can be ‘managed’. It may be more helpful to discuss the enablement of talent. When considering leadership in academies, the role should encompass three elements:

Elements	Leadership challenge
Talent Identification	What talent do we need and how can we spot it? How can we create a flow of talented people?
Talent Development	How can we bring out the best in people? How do we become a high performing, talent based organisation?
Talent Culture	How can we motivate talented people? How do we become the employer of choice?

These are the processes and activities to define and discover the sources of talent. Attracting people to the organisation is not the same as attracting the right people, who will be enthusiastic, highly capable and loyal to the values, beliefs and mission of the organisation. Organisations need to focus on the requirements of being successful in specific roles in their context.

Organisations are 'operating in increasingly dynamic environments', and to be 'truly successful they need to stay one step ahead of the game and predict who will be the key drivers of their future success' (Hay Group 2005). So the best organisations are future-focused and predict what skills, attitudes and behaviours they will need from their talented individuals. If we need to be clear about what it means to be effective in the role and what talent looks like we need to consider this in the given context.

Reflection on 'Identification'

This leadership role needs...

Our best people are...

We need to be clear about which people have the potential to be leaders, which depends on the needs of the organisation and the nature of the work. Many definitions of the characteristics of 'talent' are available (CIPD 2006, Cross 2007, HayGroup 2008, Peters 2005, Thorne and Pellent 2007) which can be organised in three areas:

1. How a person thinks

- Able to understand the big picture, makes connections
- Masters basics of role and looks for more challenge quickly
- Takes initiative, is self motivated and a self-starter
- Intellectually curious, with a capacity and flexibility to think differently
- Able to problem-solve

Peters (2005) considers that we need to pursue 'mastery' where we previously aimed to develop competence. The idea of mastery is interesting, described by Gilbert (2002) as a form of internal motivation, in Japanese culture, as the process of trying to be better 'than no-one other than yourself'.

2. How a person works with others

- Self-confident and credible
- Inspires others, is caring and has concern for others
- Shows empathy, is able to learn from others
- Has a passion to make a difference

Talented performers 'create with' rather than 'deliver to'.

3. How flexible a person is (resilient, persistent)

- Resilient and knows how to finish the job
- Craves action and gets involved
- Endures confusion with a willingness to embrace ambiguity
- Opportunistic

Hay Group (2008) believe that:

'...being a top performer in current job, or expressing personal ambition and drive are not particularly good predictors of long term potential'.

They assert that ambitious, achievement-orientated, self-confident people often have a short term focus, arrogance, an inability to listen and a lack of self-control. This does not fit with the elements of being an effective leader which focuses on open and honest communication, humility, the creation of trust, self-awareness and flexibility. Performance in one role is not necessarily a good predictor of ability in another, i.e. excellent teachers don't always make good heads! It is important to separate the idea of performance from the notion of potential.

Reflection on making talent count

What characteristics would you include in the identification of leadership 'potential'?

'This is the basis of developing a culture that will provide leaders.'

'It is important to separate the idea of performance from the notion of potential.'

Potential is not an absolute measurement. But the McKinsey nine box grid is a useful tool for the identification of leadership potential. The horizontal axis focuses on the performance management process and requires a judgement of the person's performance. Then the vertical axis requires a subjective qualitative assessment of leadership behaviours or potential. The effectiveness of the tool is determined by the level of honest debate from the leadership team, to place each member of staff in one of the nine boxes. Each box comes with a level of support and required development, but the people in the top right hand box will be the focus for leadership talent development.

Four types of employee (A, B, C, and D) have been identified and mapped onto the nine box grid.

<p style="font-size: 2em; font-weight: bold; color: orange; text-align: center;">A</p> <p style="font-weight: bold; color: orange; margin-top: 10px;">The real deal!</p> <p>Employees who consistently deliver exceptional practice and inspire and motivate others.</p>	<p style="font-size: 2em; font-weight: bold; color: orange; text-align: center;">B</p> <p style="font-weight: bold; color: orange; margin-top: 10px;">Solid performers</p> <p>who exceed expectations but whose performance may be at great cost or involve high maintenance.</p>
<p style="font-size: 2em; font-weight: bold; color: orange; text-align: center;">C</p> <p style="font-weight: bold; color: orange; margin-top: 10px;">The backbone</p> <p>of the organisation who will get on with the job but will not drive change.</p>	<p style="font-size: 2em; font-weight: bold; color: orange; text-align: center;">D</p> <p style="font-weight: bold; color: orange; margin-top: 10px;">May be a mistake!</p> <p>May be mission incompatible!</p>

Leadership potential	Exceed	<p style="font-size: 2em; font-weight: bold; color: orange;">B</p> <p style="font-size: 0.8em;">Capable of growth</p>	<p style="font-size: 2em; font-weight: bold; color: orange;">A</p> <p style="font-size: 0.8em;">Future leader Outstanding</p>	
	Meet	<p style="font-size: 2em; font-weight: bold; color: orange;">C</p> <p style="font-size: 0.8em;">Solid performer</p>	<p style="font-size: 2em; font-weight: bold; color: orange;">B</p> <p style="font-size: 0.8em;">Transferable skills</p>	
	Not meet	<p style="font-size: 2em; font-weight: bold; color: orange;">D</p> <p style="font-size: 0.8em;">High risk Performance manage or out</p>	<p style="font-size: 2em; font-weight: bold; color: orange;">C</p> <p style="font-size: 0.8em;">Expert talent Trusted professional</p>	
		Not meet	Meet	Exceed
		Performance expectations		

Michaels, Hadfield-Jones and Axelrod (2001) identify the need to differentiate between people and take different actions by:

- A** Investing in the A players
- B** Affirming and developing the B players
- C** Improve/raise their game or remove from critical positions
- D** Remove from the organisation

Hay Group (2008) suggest that among headteachers the traits commonly identified as 'early warning signs for leadership potential include:

- Confidence and credibility
- The ability to see the big picture, to make connections and think of the whole school
- Mastering the basics of their role quickly and looking for more
- Getting involved (doesn't look the other way or walk past incidents)
- Initiative and self motivation (the sort of people you can't stop from leading)
- Intellectual curiosity and capacity (sees the common threads)
- Resilience and empathy (to survive the pace of acceleration and learn from others)

Case example 1: talent identification

David Carter: Cabot Learning Federation:

The talent is in spotting it!

The Cabot Learning Federation consists of three academies in East Bristol: John Cabot Academy, Bristol Brunel Academy and Bristol Metropolitan Academy. The federation has been developed around four pillars that provide a structure for Personalised Learning, Student Development, Primary School Partnerships and the fourth, Leadership and Succession Planning. It is within this final pillar that our focus on talent spotting is located.

‘In the educational context in which we work, we have often been slow to define what we mean by talent in our workforce, sometimes confusing what we should be doing with that which is exceptional. We are also a profession that resists elevating our best practitioners to a status that places them in a different category above their peers. The concept of Oscars for the teaching profession, whilst admirable, does not sit comfortably with everyone. Nevertheless, the leaders of school organisations have to have their radar adjusted to recognise those colleagues with the flair to make a real difference, not only in their own classrooms and teams, but also in the classrooms and teams of others. This is one of the starting points for talent spotting: the degree to which one individual can influence the practice of another in a positive and practical manner.

As a leader of a federation, there are three key indicators that keep me alert to the talent of people I work with, in addition to the starting point outlined above.

- The degree to which a colleague can operate effectively within the confines of the school building, and outside it. This could be in the virtual world, as well as in the district, regional or national arenas.
- The degree to which a colleague becomes a significant presence in the school, so that their absence is noticed when they are not around for whatever reason. They are reliable and support the wider activities of the school and go beyond their core role as a teacher of biology for example.
- The degree of confidence they have in themselves and that which they inspire in others whether they be parents, children, visitors, peers or school leaders.

The challenge as we move forward in our federation is to match a development programme to the needs of colleagues who exhibit these talent indicators. We can all think of those colleagues who “just have it”, whatever “it” is, but we need to be more systematic in developing these traits to nurture the best teachers and leaders in our education system.

Our programmes in the federation are based on real experiences, conducting learning reviews in one or more of the other schools we work with. There is no better test of leadership and pedagogical talent than to take the owner of it out of their “bubble” to see if the talent can be migrated to create impact elsewhere. Talent spotting is a talent and it is one those of us leading schools need to be good at’.

Talent development

Learning and skills development is the most important capability for a talent-focused organisation. An effective organisation will have a well-established process for the professional learning of all staff, which is effectively connected with other processes such as performance management. All processes should work together, for example effective performance management and professional reviews should be a starting point for staff learning and development.

It is important to consider:

- What is in place for the development of all staff?
- Where does talent enablement fit in?

In addition to the variety of learning practices which are integrated with other human resource processes, professional learning should:

- be purposeful and link with strategic intents
- have an impact.

Thorne and Peelent (2007) suggest that organisations should ‘hire for attitude and train for whatever’. Processes should be able to identify individual needs and talents and enable leaders to map these to the roles possible in the organisation and identify possible support. When considering the development of talent it is important to prioritise resources to roles, and to people who will make most difference. It is important to consider how we create the right environment for talent to thrive. Essential to this process is to match how people learn with the needs of talented people and provide a range of varied practices to promote professional learning. For example recognition that sideways moves often present bigger challenges than moves up the hierarchy (Hay Group 2005) and that any challenge should be highly personal: ‘engagement can transform, align and motivate’ (Cheese et al 2008).

‘Talent spotting is a talent and it is one those of us leading schools need to be good at.’

‘organisations should ‘hire for attitude and train for whatever.’

Some of the practices that exist in the organisation for all staff may be more appropriate than others for talent development.

- Mentor/mentoring
- Coach/coaching
- Individual work project
- Sabbatical
- Honest observation/360°
- Higher qualification
- Teaching others
- Educational writing
- Research project
- Guided reading
- Job rotation
- Work shadowing
- Action learning
- Course
- International visit
- Networking.

Reflection on developing talent

Which professional learning activities would you include in the plan to develop an individual with talent?

There is a debate in the business world and varying theoretical views about whether individuals should be told that they have been identified as 'talent potential', a debate about whether it is possible to enable talent development and provide equality of opportunity.

Talent development could be defined as:

- A clearly defined structure of leadership roles which grow in size and impact
- Clarity about the characteristics associated with success at each level
- A steady flow of people through leadership roles to ensure that readiness to move can be fulfilled in a timely fashion; this may sometimes involve letting a talented leader leave if there are no appropriate opportunities internally
- Open and honest communication with people about assessments of their potential
- Leaders should check on progress regularly – it is hard to predict when they will encounter unexpected gaps in their knowledge.

Case example 2: talent development

Zoe Goodwin & David Triggs. Academies Enterprise Trust:

Developing leadership talent

Those in charge of organisations also know that it is essential to ensure that the right people are in the right leadership roles throughout the organisation in order to ensure success now and in the future. The Academies Enterprise Trust (AET) believes that effective leadership is at the heart of creating world class learners and outcomes and is underpinned by a climate of trust. In order to embed leadership throughout the organisation and secure leaders for the future, the AET is working to actively encourage and develop leadership potential at all levels – we believe that everyone has a leadership role.

Continuing Professional Development at the AET is designed to offer all staff a menu of programmes, courses and activities including sustained access to coaching and mentoring. Staff working towards promotion and those identified through our talent management programme will be offered two leadership routes – one to become a 'leader of pedagogy' and the other to enable them to develop as 'leaders of organisations'. These routes will be joined by a set of common development opportunities including: access to Masters Qualifications, in-house middle leadership programmes, action-based research, shared leadership activities etc. This programme is supported by ongoing coaching to allow individuals to develop expertise and, if required, change routes mid-flow.

Process

Current performance of teaching staff is evaluated annually through analysis of the following criteria:

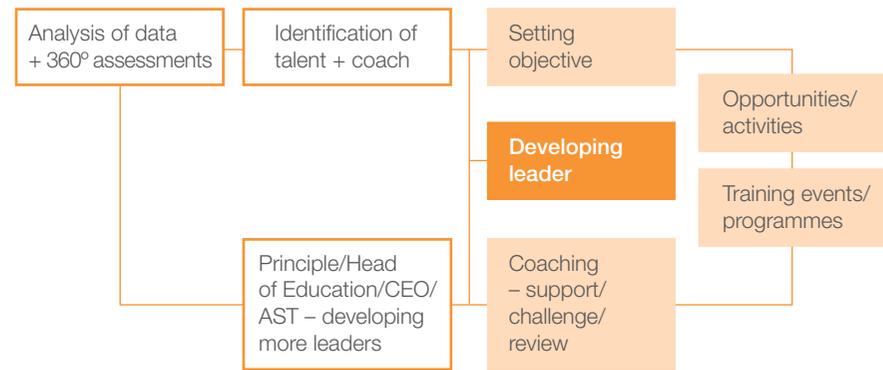
- Cumulative lesson observation scores
- Average value-added scores from teaching classes
- Extra-curricular value to the school.

The final score will be judged as red, amber or green and further weighted by national and local shortage subject areas. Of course, current performance is not a reliable indicator of future potential, especially not in terms of leadership potential; therefore this analysis is supported by the completion of a 360 degree assessment of individuals.

The design of this on-line assessment is in line with both the AET vision 'to help students achieve world class learning outcomes by developing world class teachers in a world class community' and the belief that leaders are fundamental in creating a working climate in which all individuals can excel, contribute and share in this vision. Questions therefore focus on four key activities:

- 1 Developing trust
- 2 Setting standards and delivering world class outcomes
- 3 Developing self and ensuring continuous development
- 4 Working with others and building high performance teams

Once an individual has completed the 360° assessment we have a profile against which to judge potential and identify development/training priorities. In order to get the most out of high potential staff, research suggests that individuals need and value ongoing feedback on progress, support from a coach, a clear development plan and time for reflection. The AET therefore decides on a suitable coach for all staff on the leadership development programme and works through a clearly defined cycle:



Development activities and training opportunities

Following an analysis of the Professional Standards for Teachers (with an emphasis on excellent and advanced skills teachers) and the standards for Headship, the range of activities, opportunities and training sessions were designed to support the developing leaders and include:

- e-learning opportunities
- action-based research
- networking/job/role shadowing
- directed reading
- reflective writing
- Masters modules:
 - mentoring and coaching
 - leading change
 - building high performance teams.

These are clearly mapped against the standards, for example:

Developing self and working with others

Effective relationships and communication are important in headship as headteachers work with and through others. Effective headteachers manage themselves and their relationships well. Headship is about building a professional learning community which enables others to achieve. Through performance management and effective continuing professional development practice, the headteacher supports all staff to achieve high standards. To equip themselves with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of them, headteachers should be committed to their own continuing professional development.

Training/development opportunities	Behaviours	Measures	Excellent teacher/AST standards
Performance Management Lesson observation training – OfSTED	<ul style="list-style-type: none"> ■ Manage accountability. 	PM review, objectives etc. completed and agreed for team. Review of lesson observation feedback.	Team working and collaboration E14 contribute to the professional development of colleagues using a broad range of techniques and skills appropriate to their needs so that they demonstrate enhanced and effective practice.
The Art of Delegation Delegation – the process, Do's and Don'ts	<ul style="list-style-type: none"> ■ Delegates appropriately ■ Communicates in a clear consistent and open manner. 	ITT/NQT mentored successfully to meet Q/C stds.	
How to lead CPD (including induction NQT and ITT)	<ul style="list-style-type: none"> ■ Develops successful teams ■ Presents confidently. 	CPD programme/ session designed and presented	
Six senses – Winning teams <ul style="list-style-type: none"> ■ Why teams are successful (or not) ■ Building trust and commitment ■ Dealing with conflict, setting goals and objectives. 	<ul style="list-style-type: none"> ■ Develops successful teams ■ Builds effective relationships ■ Works collaboratively ■ Communicates in a clear consistent and open manner. 	Departmental/faculty meetings chaired, minuted and actioned.	Planning E7 (a) take a lead in planning collaboratively with colleagues in order to promote effective practice (b) identify and explore links within and between subjects/ curriculum areas in their planning.
Mentoring & coaching (Masters)	<ul style="list-style-type: none"> ■ Developing others ■ Builds effective relationships. 		
Communication – getting it right <ul style="list-style-type: none"> ■ Giving feedback with style ■ Running effective meetings ■ Non-verbal behaviour, lesson observation training – OfSTED 	<ul style="list-style-type: none"> ■ Communicates in a clear consistent and open manner ■ Practices Accountability 	Lesson observation and feedback completed as part of internal evaluation	Team working and collaboration E15 make well-founded appraisals of situations upon which they are asked to advice, applying high level skills in classroom observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet the learning needs of children and young people leading to improvements in pupils outcomes.

Evaluation of impact

Progress will be evaluated at the individual level through ongoing coaching linked to the performance management cycle and at academy level through the relevant key performance indicators (KPIs).

Enabling talent is a future-focused activity which enables the planned replacement of key staff. Loyalty, commitment and retention cannot be guaranteed but in the process of developing people to 'step up', organisations should consider whether it encourages people not to 'stay on board'. Talented people need to feel valued and that their contribution is making a difference.

Affirmation is powerful; feeling appreciated, recognised and valued is motivational. Opportunities will help the talented person feel motivated and aligned to the organisation but future opportunities and roles will also need to be available at the right time. Being part of a wider organisational group could help to make this happen. Cheese et al (2008) express the view that motivation, commitment, trust, empathy and inspiration, ensure that an individual is able to align their own interests with the organisation. This may help the retention of those talented individuals.

Reflection on engaging talent

Do you have processes which enable the talented individual to answer:

- What do I do really well?
- What would I like to do better?
- Who listens and will inspire me to achieve ambition?
- What opportunities will help me realise my aspirations for advancement?

'Research suggests that individuals need and value ongoing feedback on progress.'

'Engagement can transform, align and motivate.'

In becoming a talent-focused organisation it is important to consider what factors help you to be described as 'employer of choice'? These factors may help a talented person be excited by their work and working environment and will therefore resist the temptation of better pay or benefits somewhere else. The organisation should:

- Be committed for the long term
- Be relentlessly reflective and striving for continuous improvement
- Have a culture based on shared values and beliefs
- Be engaged with hearts and minds of individuals
- Give positive feedback, and show interest in ideas and development
- Support a curiosity to learn and to change.

Changing the culture isn't a quick fix; certain pre-requisites can be identified in the establishment of a talent culture.

1. Commitment from all leaders

All leaders, at all levels, must demonstrate their support for implementing a talent mindset.

2. Define what good leadership is

Formulate a competency model, organising what leadership work is needed for roles, which behaviours are linked to leadership job success.

3. Use multiple methods for judging leadership potential and development

In order to evaluate suitability for post and to demonstrate competency.

4. Formulate future strategic objectives and align with talent development

Determine if people can act at leadership level, evaluate individual's potential for promotion and individual ethics and values.

Academy branding and culture

When considering culture we often consider what the organisation stands for. This is sometimes called the 'brand'. To define our culture or brand it is useful to be able to articulate:

- What we stand for/our integrity
- What we demonstrate daily
- How we create an environment where people want to work
- How we work in partnership: staff, students, parents, community
- How we communicate the key messages
- How we reward effective performance.

Case example 3: Academy branding and culture
Dan Moynihan. The Harris Federation

The Harris Federation is a group of seven academies located in South London. The academies are sponsored by Lord Harris of Peckham, Chairman and Chief Executive of the Carpetright chain who is a serial benefactor to charitable causes. The group will grow to nine academies in September 2009, with plans for further growth to twelve and then fourteen academies in the next few years.

‘It was clear from the outset that our rapid growth would place a premium on the identification and development of high quality leaders. Furthermore, we wished to develop a consistent, high quality and highly visible brand in South London, rather than simply create a collection of different schools, each with the Harris name but with little in common and possibly of variable quality.

Our desire to provide a consistently high quality of education made it possible to find a solution to the problem of developing an increasing number of excellent academy leaders within the context of a shrinking national leadership pool. We reasoned that if our academies each had different cultures, ethos, structures and systems then it would be very difficult to ensure consistency between them. Without consistency, each new academy would be an experiment rather than an extension of an existing and successful formula, in the same way, for example, (borrowing from our sponsor), that a new independent carpet shop might be compared to the establishment of a new branch of the market-leading chain Carpetright. A new Carpetright store is recognisable in terms of its layout, stock, pricing, advertising etc and it is relatively easy to train a talented member of staff in one store in these things so that s/he can progress to run another store elsewhere. Schools are far more complex places, nevertheless we have found that the same principles hold true.

In establishing our group of schools we chose to replicate the systems and procedures at the original Harris school, Harris CTC (now Harris City Academy Crystal Palace). This school has been established for eighteen years, is oversubscribed by ten to one and regularly scores around 80% 5A*–C passes including English and maths. Most importantly, the academy has a set of policies, systems and procedures which work for us.

This strategy means we are able to promote vice principals to principal positions in new Harris Academies sometimes faster than they would have been promoted in a stand-alone situation. This is because they are implementing tried and tested systems which they are very familiar with. Yet this is not a straitjacket. Common systems and policies operate in some key areas such as staffing structure, assessment, reporting and recording but other areas are determined locally. This is important, not only to allow for further leadership development of successful candidates, but also to attract strong outside candidates.

In order to support this process we have established Harris as a hard federation, creating a single legal entity in the form of a registered charity. The group operates with a small central office, comprising a CEO, finance director, ICT director and projects director. This central office and the CEO in particular exist to support and coach new principals.

The federation has identified a group of future principals, vice principals and assistant principals from within and has made this known to the staff concerned. This also assists in terms of recruitment and retention. These staff are being developed and coached for promoted roles within the Federation. This support involves placements and support projects in new academies whilst still based in their substantive posts. Each of our academies stands to gain from this, and so co-operation between them has been very good. Furthermore, where we appoint new principals from outside the group, we generally do so a year in advance of opening a new academy and we base the principals designate in existing Harris Academies during the preparatory year in order that they can absorb the culture and structures.

One of our internally developed principals has led his academy to an outstanding Ofsted inspection after 2 years, another has received an initial monitoring visit which was good with outstanding features and a third awaits inspection. Overall performance so far has been very good, with an average increase across the Federation in 5A*–C grades including English and maths in summer 2008 of 7.5 %, which is roughly seven times the national average. The Harris Academies are, on average, nearly five times oversubscribed and we have been successful so far in building brand recognition in South London’.

We believe a talent management approach would involve a staged process as follows:

1. Rigorously evaluating performance
2. Challenging under-performance
3. Providing rewards to match performance
4. Establishing powerful professional learning
5. Identifying longer term needs
6. Identifying pedagogic and leadership talent
7. Becoming a talent developer and engager
8. Establishing a talent management culture

The longer term sustainability of the academy movement needs to address the key issue of developing leadership talent, and we hope this paper assists in that debate.

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‘It is important to consider what factors help you.’

‘The academy has a set of policies, systems and procedures which work for us.’

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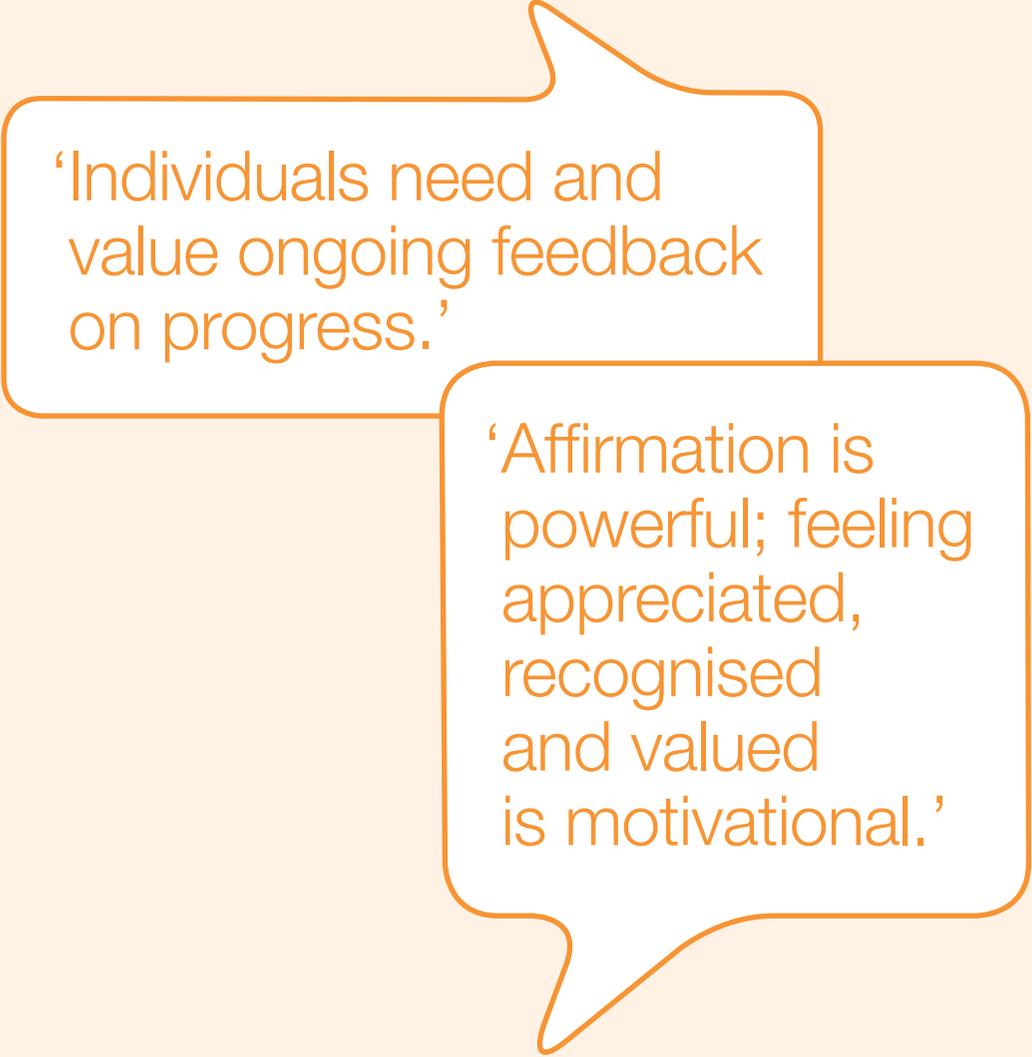
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‘Individuals need and value ongoing feedback on progress.’

‘Affirmation is powerful; feeling appreciated, recognised and valued is motivational.’