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COURSE BROCHURE

Talent Management for Schools and Universities Training Course

31 January – 4 February 2027
Manama

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Registered in the United Kingdom and Saudi Arabia

Talent Management for Schools and Universities Training Course

Ref: 2685_102404 **Date:** 31 January – 4 February 2027 **Location:** Manama **Fees:** 4900 GBP

Talent Management for Schools and Universities is a 1-week training course for school and university people leads, faculty heads and academic administrators, who build an academic talent pipeline plan. Teacher shortages, rising expectations of learners and competition for academic staff make deliberate recruitment, growth and retention of educators a priority for every institution. Jupiter Prime Training presents Talent Management for Schools and Universities as a practical, people-centred discipline.

Why Talent Management for Schools and Universities Matters Now

Three forces shape how schools and universities look after their educators today. Experienced teachers and lecturers are retiring faster than new staff arrive, so vacancies in key subjects stay open longer. Early-career educators expect visible growth, mentoring and fair workload, and they leave when these are missing. Institutions that manage talent with intent keep subject expertise and grow their own leaders; others face repeated hiring and leadership gaps. The course rests on widely used practice in competency profiling, structured classroom observation and succession planning.

Who Gains Most from Talent Management for Schools and Universities

- People leads who run recruitment, induction and retention for teaching and academic staff
- Heads of department who coach teachers and shape their timetables and growth
- Deputy heads and deans who own staff appraisal and professional learning
- Academic administrators who plan faculty numbers, contracts and promotions
- Principals and provosts who prepare the next generation of academic leaders

Leadership groups from one school or faculty gain most when a people lead, a head of department and a senior academic attend together.

Talent Management for Schools and Universities Capabilities

Participants link hiring, classroom growth and promotion of educators into one cycle.

- Assess staffing risk by subject, phase and faculty — governing board planning
- Design teacher and lecturer career pathways with clear stages — promotion decisions
- Apply observation-based development that is fair and supportive — head of department coaching
- Build recruitment and induction routines for scarce subjects — vacancy and timetable choices
- Weigh retention levers such as workload, mentoring and recognition — staff wellbeing priorities
- Specify succession cover for academic leadership roles — principal and dean appointments

Key Talent Management for Schools and Universities Terms

- Educator Career Pathway — a staged route from new teacher or lecturer to expert or leader, with expectations and support at each stage.
- Lesson Observation Cycle — planned classroom visits followed by feedback, used to grow teaching practice.
- Talent Pool — educators judged ready, or nearly ready, for larger academic or leadership roles.
- Succession Cover — the plan that names who could take on a critical post, such as a head of department.
- Early-Career Mentoring — structured support from an experienced colleague during a new educator's first years in post.
- Staff Retention Rate — the share of educators who stay over a set period.

Talent Management for Schools and Universities Day by Day

Day 1: The Educator Workforce in Context

- Staffing Risk Map by Subject and Phase — Where Shortages Hurt Learners Most
- Educator Turnover Patterns — Which Leavers the Institution Can Least Afford
- Employer Value Proposition for Educators — Why Teachers Choose and Stay
- Competency Profiles for Teaching and Research Roles — What Good Looks Like
- Stakeholder Expectations of Boards and Parents — Priorities for Staff Stability

Day 2: Recruiting and Inducting Teaching Staff

- Scarce-Subject Recruitment Routes — Attracting Specialists in Science and Languages
- Structured Interviews and Sample Lessons — Fair Selection of Educators
- Induction Plans for New Teachers and Lecturers — First-Term Support Choices
- Early-Career Mentoring Agreements — Matching Mentors to New Educators
- Probation Reviews for Academic Staff — Confirming Fit and Readiness

Day 3: Growing Educators Through Observation

- Lesson Observation Cycle Design — Developmental Rather Than Judgemental Feedback
- Coaching Conversations for Heads of Department — Setting Teaching Goals
- Peer Review of Teaching in Higher Education — Building Collegial Trust
- Professional Learning Plans — Linking Observation Findings to Growth
- Workload and Wellbeing Check-Ins — Retention Risks Before Resignations

Day 4: Career Pathways and Academic Succession

- Educator Career Pathway Stages — Criteria for Each Step of Promotion
- Talent Pool Reviews — Identifying Future Heads and Faculty Leaders
- Succession Cover for Critical Academic Posts — Readiness and Gaps
- Stretch Assignments and Acting Roles — Testing Leadership Potential Safely
- Recognition and Retention Levers — Keeping High Performers in Classrooms

Day 5: Practising the Academic Talent Pipeline Plan

- Applying the Staffing Risk Map to a Sample Institution — Priority Posts
- Applying Observation Findings to Promotion Readiness — Fair Evidence
- Applying Succession Cover to a Department Case — Named Successors
- Presenting Talent Choices to a Governing Board — Securing Support
- Academic Talent Pipeline Plan — Completing the Institution's Educator Roadmap

Applying Talent Management for Schools and Universities After the Course

- Lead a staffing risk mapping session with heads of department and agree the three posts that need succession cover first.
- Run one developmental lesson observation cycle with a group of early-career educators and link the findings to their professional learning plans.

Talent Management for Schools and Universities Questions FAQ

What is Talent Management for Schools and Universities and why does it matter now?

It is the deliberate recruitment, growth, retention and succession of teaching and academic staff. It matters now because educator shortages and early-career departures threaten classroom continuity and future leadership in schools and universities alike.

Which roles gain most from Talent Management for Schools and Universities?

People leads, heads of department, deputy heads, deans and academic administrators gain most.

How does Talent Management for Schools and Universities differ from a general talent course?

It focuses on educators rather than corporate employees. A general talent course covers business roles, while this one works with lesson observation, teacher career stages, academic promotion and succession for heads of department, deans and principals.

What do you bring back from Talent Management for Schools and Universities?

You bring back an academic talent pipeline plan for your institution. It sets out staffing risks, induction steps, an observation cycle, career stages and succession cover.

Talent Management for Schools and Universities: The Way Forward

The academic talent pipeline plan first informs which teaching and leadership posts need succession cover this year. People leads, heads of department and senior academics use it together when hiring, coaching and promoting educators. After its first use, revisit the career pathway stages and observation cycle, testing whether early-career staff now see a clear future inside the institution.