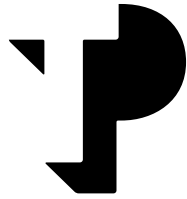




Department
for Education



England's Department for Education:

An innovative approach to teacher recruitment

Case study



Client profile

The Department for Education (DfE) in England is responsible for children's services and education, including early years, schools, higher and further education policy apprenticeships, and broader skills, ensuring opportunity is equal for all. By enabling children and learners to thrive — protecting the vulnerable and guaranteeing the delivery of excellent education, training, and care standards — the DfE helps everyone realize their potential, powering the economy, strengthening society, and increasing fairness.¹

Industry

Government

Operational overview

Having been partners with TP since July 2007, the DfE entrusted TP to support its teacher recruitment campaigns via the Get Into Teaching Information Service (GITIS) channel to maximize the number of potential candidates recruited to train to teach in England. Today, the operations include 125 full-time employees, fulfilling inbound and outbound services (excluding telesales) from within the UK.

Footprint

The DfE is a ministerial department supported by 18 agencies and public bodies and non-ministerial departments, i.e., national and local agencies that look after children, local authorities, and professionals who work in schools and further and higher education institutions, children's services, and health services. The DfE staff is based at its ministerial offices in London and several other locations around England.²



Business challenge

To see to it that there are excellent teachers for every child, the DfE runs a comprehensive program of initiatives that aids teacher recruitment. Among the initiatives aimed at getting teachers through the door and in classrooms is the Get Into Teaching Information Service (GITIS), which has been in place since 2007. The GITIS is designed to convert interest from potential applicants for the Initial Teacher Training (ITT) into actual applications and to encourage those looking to shift their careers into teaching, as well as those considering returning to the teaching profession, through the combined effective delivery of contact center and advisory services.

The primary purpose of the GITIS is to aid the DfE in hitting its targets to recruit approximately 35,000 trainee teachers annually. This means providing high-level, tailored support and guidance to candidates in their application to ITT and qualified teachers in their return to the profession.

The sourcing drivers, innovations, and best practices in this report outline how the DfE — and, by extension, the GITIS — has embraced a partnership approach to overcome challenges, continuously meet targets, and achieve educational excellence.

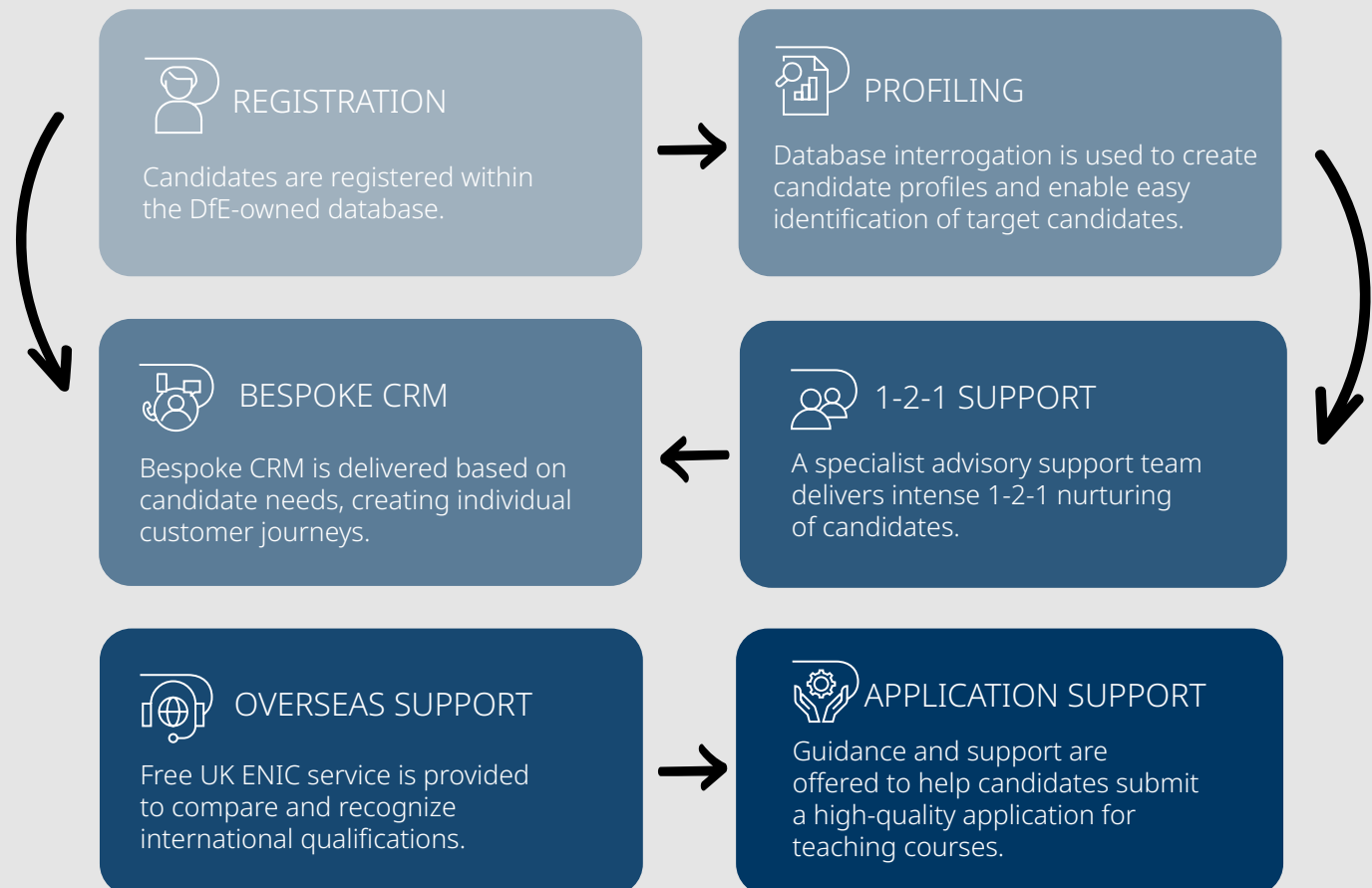


Solutions delivered

Working jointly with the DfE, TP developed an innovative digital strategy for the GITIS National Contact Center, where a complex CRM program supports and nurtures candidates at every stage of their journey.

Since July 2007, the DfE and TP relationship has grown from a traditional contact center to a true partnership that delivers broad and bespoke support across the GITIS.

Candidate journey



Service highlights

- Fully integrated contact center offering total multi-channel support throughout the application cycle to deliver an improved customer journey
- Complex triage and profiling to identify eligible candidates, alongside detailed reporting to create a candidate pipeline aligned with DfE priorities
- Innovative CRM strategy based on individual candidates' needs to ensure they are supported and nurtured at every stage of the journey
- Intensive one-to-one advisory support solution delivered by experienced education professionals to secure identified candidates
- Candidate access to free support from experienced teachers

Today, the operations include 125 fulltime employees, fulfilling inbound and outbound services (excluding telesales) from within the UK.

Service channels



PHONE



WEB CHAT



MESSAGING



ONLINE



SOCIAL



1-2-1

Solutions

The GITIS comprises a contact center solution and a one-to-one advice service for eligible registrants to the Get Into Teaching website to maximize the recruitment of trainee teachers and the number of former teachers returning to the profession each year throughout England.

CONTACT CENTER AND SERVICE REGISTRATION

Thirty full-time agents engage potential candidates via phone, web chat, or social media, providing information, advice, and guidance to promote registration to the GITIS and support the ongoing delivery of a bespoke Recruitment & Support program. This team also provides a free UK ENIC (European Network of Information Centres in the European Region) service for recognizing and comparing international qualifications and skills, developed to speed up the registration process for overseas candidates.

The contact center makes outbound calls to potential candidates who have booked a call via the Get Into Teaching website, supporting and encouraging them to apply to teach and validating their eligibility for one-to-one support from a dedicated adviser.

PROFILING CANDIDATES: ONE-TO-ONE SUPPORT

Over 86 regional, home-based Teacher Training Advisers (TTA), experienced and qualified former education professionals, provide bespoke nurturing and support via phone, email, social media and SMS. Candidates are assigned an individual adviser from within the Registrant Advice Service who deliver an outbound triage call to potential candidates registered on the DfE website. Those identified as eligible are offered the option to receive additional one-to-one relationship-based support to guide and support them throughout each stage of the application process, ensuring successful applications.

TTA's also manage and moderate several closed social media groups specific to GITIS to encourage peer to peer support.



EVENTS SUPPORT TEAM

Seven full-time events agents plus a specialist events coordinator provide ad-hoc support to manage the success of DfE recruitment events and marketing campaigns. Face-to-face representation and support at education events and online events are organized by the events coordinator, who manages and assigns members of the Events Support team, including TTAs, to aid education events nationwide.

During the pandemic, virtual events replaced face-to-face events, allowing candidates to connect with different departments, including TTAs, receive help in their application, and enjoy more flexibility. Unfortunately, there was a massive downturn in attendance when onground events resumed in the fourth quarter of 2021. The event calendar has now been changed to focus on delivering events across a one-month period each school term, typically November, March, and June. Cloud Campus, the TP solution for managing and optimizing remote teams, is also being used for occasional outbound activity to generate interest.

EXPLORE TEACHING ADVISERS

The wider TTA team includes several specialists, Explore Teaching Advisers, whose remit and focus are on engaging students to increase their awareness of teaching as a career option and to promote GITIS as their line of support throughout their journey into teaching, including building relationships with selected universities across the country.

Explore Teaching Advisers work with candidates on a 1-2-1 basis.

RETURN TO TEACHING ADVISERS

Return to Teaching Advisers are specialists who focus on engaging and supporting already-qualified candidates and those considering returning to the profession.



Using innovation to support applicants

TP has transformed the initial service from a basic contact center operation into a fully integrated recruitment and retention program offering targeted support alongside bespoke customer journeys for each candidate. This has included developing, integrating, and delivering numerous digital initiatives designed to decrease candidate effort, increase accessibility, reduce costs, and improve services.

WEB CHAT

In 2021, the DfE moved its web chat application from its existing Eckoh platform to TP's solution using Zendesk (instead of shifting it in-house) alongside its CRM development program. TP made the seamless transition ahead of time. Web chat is activated by the candidates via an icon on the Get Into Teaching website. They are connected to the next available agent and can receive a conversation transcript upon contact completion. The candidates can also provide high-level feedback (thumbs up/down) and comments.

OVERSEAS QUALIFICATION TEAM

An Overseas Qualification team was set up in the contact center to remove the cost and time barrier to having international qualifications checked against UK standards. Candidates historically had to pay to apply to UK ENIC for this service, but the DfE now funds it for the Get Into Teaching applicants. The process is much quicker, with the candidates sending in their information and the Overseas Qualification team completing the application and sending it off to ENIC on their behalf, free of charge. With access to the ENIC database, the team can instantly give verbal confirmation of qualification to candidates calling in.



TP INTERACT

To support the delivery of critical insights into the effectiveness of campaign performance and marketing activity, Teleperformance temporarily ran the proprietary TP Interact platform, which uses interaction analytics to carefully analyze customer interactions and deliver useful data for accurate and meaningful action. For 18 months, TP Interact automatically mined 100% of all call recordings and web chat transcripts and transformed unstructured data into relatable insights to provide a detailed view of call drivers, contact trends, and knowledge gaps, informing continuous development and training initiatives.

10%

QUALITY SCORES
IMPROVED

4%

CSAT
IMPROVED

GET HELP WITH TECHNOLOGY

Eight full-time TP employees managed this additional short-term campaign under the DfE umbrella twice during the pandemic. On DfE's behalf, TP coordinated with contacts to supply laptops to underprivileged children who would not have been able to do home-schooling during the health crisis. This was a government priority.

FURTHER EDUCATION TEAM

TP's Further Education team of four full-time employees handles approximately 500 interactions each month — inquiries about becoming a Further Education teacher — via inbound and email channels. The team also monitors social media and analyzes the activities undertaken.

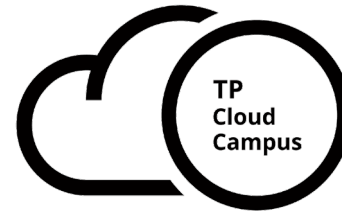
APPLY FOR TEACHER TRAINING

Apply for Teacher Training was developed by the DfE to manage all postgraduate applications to teacher training, replacing the service previously delivered by the University and Colleges Admission Service (UCAS). This initiative has successfully secured IT queries from its website to come into the main service, with the whole contact center team of about 25 full-time employees trained. The team will be continuously upskilled as the service grows. At the same time, the dashboard will be constantly updated to identify why a candidate has withdrawn or declined offers (exit survey), highlighting the top three reasons.



Work-at-Home Model

With staff welfare and well-being in mind, the DfE was one of TP's leading clients to adopt a work-at-home model. TP started transitioning the teams to a remote setup, which saw 80% movement within two weeks. As part of the process, TP reviewed and refined its contractual and commercial arrangements, changed the service opening hours, and temporarily removed outbound calling from the service, as this did not seem appropriate in the broader situation. The DfE was also one of TP's first clients to sign up both contractually and commercially to Cloud Campus.



Cloud Campus is TP's proprietary work-at-home solution for remote teams, delivering better retention and recruitment of the best agents.

80%

SHIFT TO WORK-AT-HOME
WITHIN TWO WEEKS

Creating best practices to support growth

Good customer experience minimizes friction, maximizes speed and efficiency, and maintains a human element embedded within the use of technology. In the case of the DfE's GITIS, this means leaving applicants feeling heard, seen, and appreciated — a tangible impact that can be measured by key performance indicators (KPIs), including client satisfaction (KSAT) metrics. The DfE and Teleperformance have worked closely together on the service to create best practices to deliver against a period of sustained growth.

TRAINING

Skilled staff is core to the success of the GITIS. Since there are numerous routes into teaching and candidates can go through various processes in teacher training, staff training has to embed a broad range of knowledge topics. As such, both organizations worked jointly to create a bespoke DfE recruitment, training, and development package:



Initial adviser training

Conducted over four weeks and includes a combination of TP “standard” modules and specific knowledge modules to clearly understand the DfE, the service, funding issues, government directives, and particular challenges facing the education sector.



Graduation period

Induction is followed by a two-week graduation period where newly qualified staff can hone their skills and knowledge in a highly supported training environment.



Learning and development cycle

To ensure ongoing quality and skills within the service, TP has developed a two-year Learning and Development cycle for all advisers, where booster courses are regularly conducted, with knowledge retention tests and third-party mystery shopping to establish under- and overperformance. Insights are then used to target the training, mentoring, and coaching process.

STAKEHOLDER AND ACCOUNT MANAGEMENT

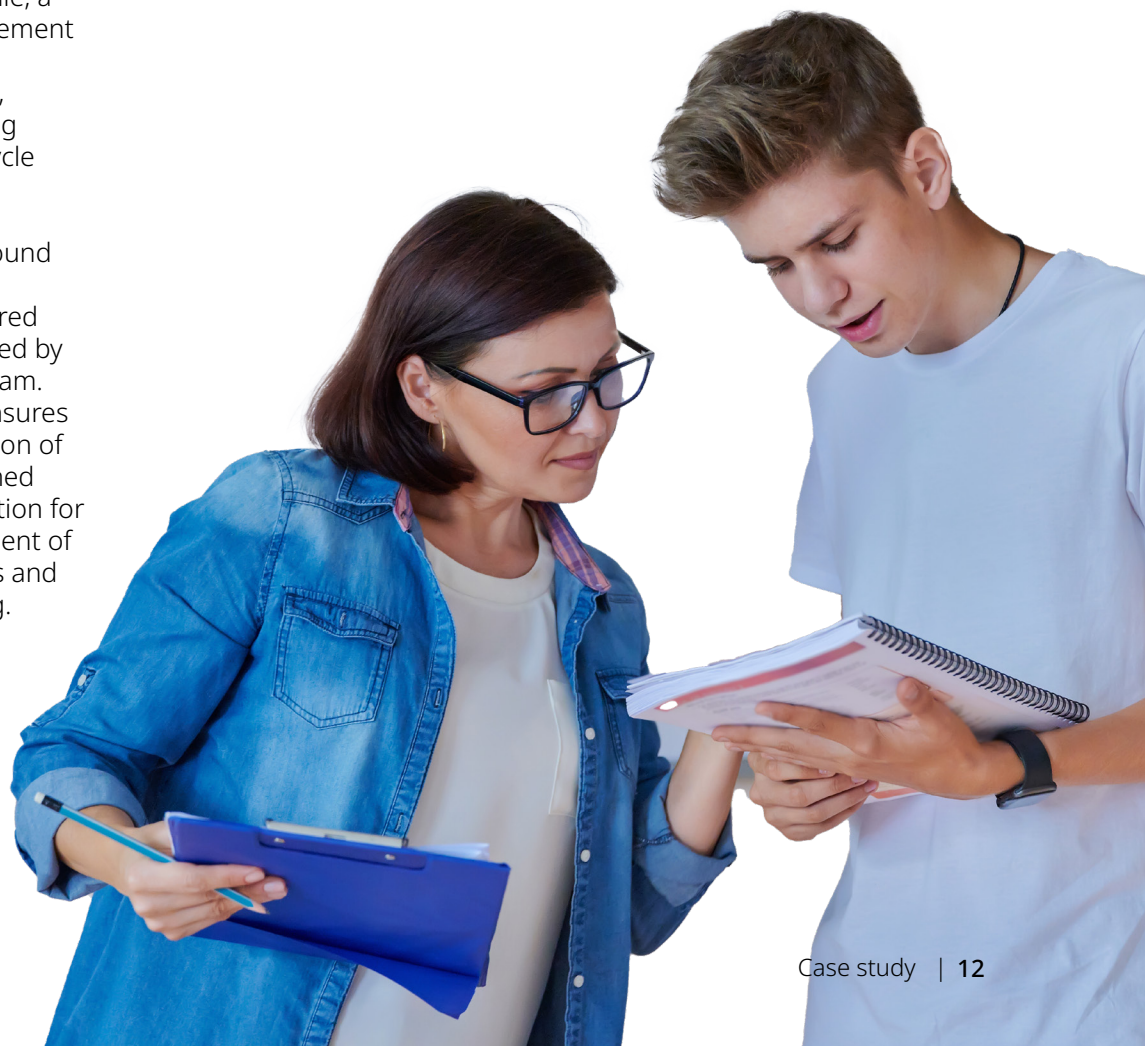
The collaborative TP and DfE relationship is supported by monthly business reviews and bi-annual reviews, where new technology is demonstrated, including transitioning telephony platforms, voice analytics, and a stronger direct working relationship with TP's technology provider, Route 101, is encouraged.

While the service is fully integrated, there are multiple service strands and areas of specialist focus that must be supported, all of which have separate stakeholder groups and external suppliers managing them (each with its own targets, campaigns and reporting requirements, etc.). TP teams work directly with each of the representative stakeholders to ensure the effective delivery of support, proactivity, and service required within their specific area of service — ultimately managed through the Account Management team that works directly with the Operations, IT, and Training teams to see to it that the requisite levels of focus and expertise are met.

MANAGING DEMAND

To successfully manage demand on the GITIS, TP deploys flexible, multi-skilled staffing and shift patterns across various service areas, field support advisers to provide oneto-one support, and a dedicated Development team to manage CRM requirements. Meanwhile, a dedicated Workforce Management team has full ownership and accountability for resourcing, planning, and revising staffing aligned with the academic cycle and marketing activity.

Governance and tracking around planning and forecasting are achieved via formally structured governance sessions managed by the Account Management team. The governance structure ensures progress tracking, coordination of responsive support for planned marketing activities, preparation for policy changes, and assessment of potential impacts on services and lockdown-agreed forecasting.



CRM AND DATA SERVICES

Effective support for the bespoke candidate journeys is driven by technology. As part of the service contract's setup and implementation, TP partnered with DfE's technical teams to develop and integrate a client-owned CRM instance of Microsoft Dynamics 365 to support a wider omnichannel service offering. This project was successfully managed by TP and delivered within the required timescales through the setup of a joint IT project board, accompanied by an in-depth test strategy provided by TP throughout each stage of the transition.

PERFORMANCE

As part of service quality monitoring, TP uses a monthly bespoke DfE balanced scorecard that monitors performance across all areas of the business through 21 different measures. All KPIs are monitored internally in real time, reported daily, and reviewed with the client weekly, monthly, and quarterly.

For any area highlighted as underperforming, an action plan is agreed upon and reviewed quarterly.



Outstanding results

The GITIS is viewed as a great success by the DfE, teacher training providers, and schools, with TP consistently scoring 10 on the KSAT program. Further, TP has been instrumental in increasing the conversion rate of eligible inquirers to applicants from 41% in 2018 to 59% in 2022, impacting the supply and quality of new entrants into the ITT.

90.1%

AVERAGE QUALITY
ASSURANCE RATING
(AGAINST A TARGET
OF 90%)

28.1^k

CALLS ANSWERED

36.3^k

WEB CHATS HANDLED

28.6^k

CANDIDATES PROVIDED
WITH INTENSIVE
ONE-TO- ONE SUPPORT

87.6^k

CANDIDATES REGISTERED
IN THE DATABASE,
EXPRESSING AN INTEREST
IN A CAREER IN TEACHING

Creating best practices to support growth

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