ILLUMINATE MINDS TRUST

Our Strategic Plan for Future Growth (2024-2027)

'Excellence Every Day'

Striving for "Excellence Every Day" in a Trust where relationships, belonging and aspiration combine to light the fire of learning.

Welcome

WELCOME TO ILLUMINATE MINDS TRUST (IMT)

This booklet provides insight into the Illuminate Minds Trust and outlines our ambitions and priorities for the next three years.

Contents

Our History	p4-5
Our Journey 2021-2024	p6-11
Our Schools	p12-13
Illuminate Minds Governance Model	p14-15
Our Trust Strategy 2024-2027	p16-18
Our Offer	p19-22
FAQs	p23-24

OUR HISTORY

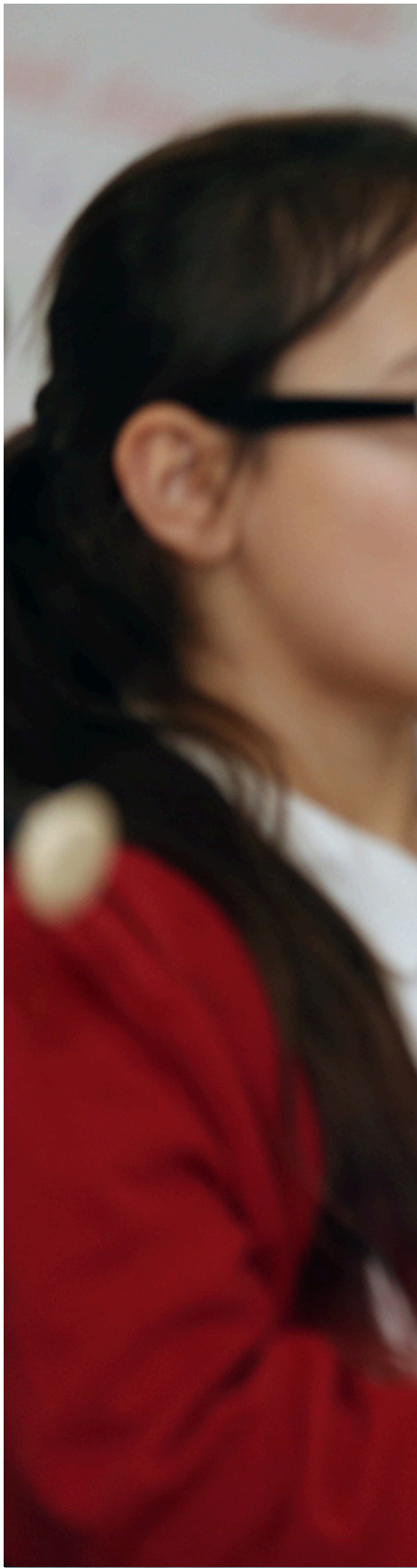
Established in 2013 with the conversion of our first school, Pelham Primary School, the trust has gone from strength to strength over the last ten years, through a gradual evolution during the early years of multi-academy trusts to an exciting journey of improvement, transformation and collaboration over the last three years.

From its origins as Pelham Academy Trust to its emergence as the Illuminate Minds Trust, the trust has provided sponsorship and demonstrated success in school improvement, recruitment and retention of high quality staff and an innovative approach to inclusion through aspiration and quality first teaching which has established the trust as an ambitious organisation but one that never loses sight of its core purpose: delivering the highest quality holistic educational experience for all pupils in our school communities through **“Excellence Every Day”.**

OUR JOURNEY 2021-2024: ESTABLISHING FIRM FOUNDATIONS

In response to the changing landscape of education and the firm intent of the Trust to a fully inclusive culture, there has been significant change over the last three years to achieve this goal.

In **2021-22** we undertook a whole-trust review in line with our Strategic Business and Development Plan.The purpose of this was to ensure that our organisation was both compliant, followed best practice models and strongly positioned for growth and improvement. This was a journey embarked on to establish firm foundations on which to build and the impact of this work has been incredible for our school communities.



THE IMT SEVEN COLUMNS FOR QUALITY, SUSTAINABILITY AND GROWTH

THE "7 CS"

- Co-created Trust Vision and school values.
- Shared commitment to the IMT culture.
- An inclusive mindset and shared SEND resources/ expertise.
- Systemised collaboration between schools for improvement and innovation.
- Highly valued staff voice.Cross-trust collaborations and new initiatives.
- Cross-trust primary curriculum model.
- Cross-trust planning to reduce teacher workload.
- Cross-trust Feedback and Assessment approach.
- Unique shared SEND strategy.
- Annual Trust CPD schedule.
- Universal training offer for all staff.
- Strong external partnerships.
- External scrutiny and support through Challenge Partners, commissioned expertise and targeted school improvement.

Collaboration

- Established Central Team for back office and school improvement functions.
- Emphasis on attendance, behaviour and safeguarding through strategic leadership at Trust level.
- Consistent approaches to reporting and systems across all schools.
- Streamlined management information systems.
- Cloud-based systems for safeguarding, filtering and monitoring.
- Internal HR, Estates, Health and Safety, School Improvement, Safeguarding, Marketing and Governance functions.

Central Systems

- Established partnerships with Olevi International.
- Trained and skilled advanced coaches leading on a coaching culture across the trust.
- Career pathways combined with individual coaching conversations.
- Established Trust coaching culture.
- Performance Management systems which incorporate coaching 1:1 meetings for all staff.
- Developmental feedback and practice sharing replaced formal observations.

Coaching

- A curriculum which is clearly sequenced and delivers the Vision.
- Structured Trust Curriculum Model
- Clear Teaching and Learning Philosophy
- A learning journey which includes explicit teaching of relationships, responsibility and behaviour.
- Shared resources and efficiencies in spend.
- Strategic approach to SEND which promotes inclusion and reduces lost learning time.
- A bespoke approach to individual pupils' learning which is built on a holistic curriculum offer.
- Consistency of expectations in learning environments.

Curriculum

- Every pupil experiences real life, hands on learning every half term.
- Pupils benefit from trips and visits every half term.
- Cultural capital is at the heart of our curriculum.
- Increased emphasis on the arts.
- Learning environments which celebrate equality, diversity and inclusion.
- Commitment to an educational offer which widens horizons.
- Annual Careers Fayres and experiences.

Cultural Capital

- Whole trust restructure in Summer 2022 – organisational overview to effectively meet the business needs of the schools.
- All job roles and job descriptions reviewed and benchmarked.
- Successful recruitment and retention strategy – 100% directly employed staff / no agency!
- Effective succession planning demonstrated in staff career pathways, retention and promotion data.
- Universal training offer sets highest standards of provision for all pupils.
- Established School Improvement Model and key personnel.
- Development of specialist SEND and inclusion staff across the trust.
- Increasingly high numbers of staff promoted internally.
- Significant investment in NPQs, Masters and Doctorates.
- Upskilling of staff at all levels and in all areas to create teams of experts.
- Commitment to on-going CPD for all staff.
- Internal trainers and advanced coaches.
- Partnership with Goldsmiths College and the National College – Schools Direct and apprenticeship routes for teacher training.
- Work experience opportunities for undergraduates and school leavers

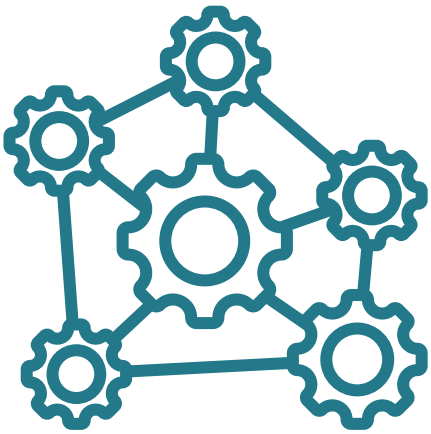
Capacity

- School cultures built on a commitment to relationships and the sense of belonging.
- Established Trust Relationships and Behaviour Policy.
- Staff trained in a trauma-informed approach and restorative practices.
- Established routines and agreed practices consistent in all schools.
- Newly formed and now established active Parent Teacher Associations.
- Regular opportunities for parents to celebrate their child's successes through Learning Showcases.
- Leaders who operate an "open door" policy.
- Daily sharing of pupil experiences and learning through social media.
- Leaders get involved in local strategy and network groups.
- Schools host borough-wide events: an outward facing approach.
- Delivery of training and support to schools beyond the trust.

Community

Compliance is the "umbrella" which provides assurances and protection for the organisation. This was fully reviewed in Autumn 2021 and established the foundations for the high quality and aspirational trust which IMT is recognised as being today, built upon:

- A clearly defined governance model.
- Robust induction and training for all local governors and trustees.
- Reconstituted Trust Board bringing together a range of skills and experiences from different sectors.
- Tiers of governance which allow for appropriate challenge and efficient information sharing.
- Systems of reporting which ensure governor and trustees receive easily accessible information in a timely way.
- Efficient finance systems, audit arrangements and centralised finance functions.
- Clear scheme of delegation.
- Policy Matrix ensures external compliance and regular review.
- Key Performance Indicators, data dashboards and schedule of reporting embedded to facilitate professional challenge and inform strategy.
- Fully compliant newly designed websites and termly compliance checks.
- Streamlined risk management and health and safety systems.
- Key expertise for compliance within the Central Team.
- Statutory training embedded in induction and termly training schedule.
- Key assurance compliance roles within governance systems.



OUR SCHOOLS

FAIRFORD ACADEMY BARNEHURST

Excellence Every Day

Fairford Academy Barnehurst is a learning community where everyone is valued and all successes are celebrated. Our pupils are encouraged to be ambitious for themselves and to embrace challenges, be willing to take risks and refuse to accept a ceiling to achievement. We believe that our pupils should have access to an amazing curriculum offer, teaching which inspires them and opportunities presented which widen their horizons and take them belong their lived experiences. Fairford is a joyful school! We expect our pupils to work hard, be the best versions of themselves and to treat everyone with respect and kindness. Fairford Academy offers a springboard to the next stage in their educational journey by preparing the whole child and recognising that achievement extends beyond simply academic outcomes in order that pupils leave the school confident, motivated and with personal agency to make good choices in life.

PELHAM PRIMARY

We Dream Big

Pelham Primary School sits at the heart of our community in the centre of Bexleyheath. Pelham is a thriving, ambitious school where children are encouraged to aim high and achieve their potential and beyond in order that they are able to move onto secondary schools with the resilience and good habits which will equip them for the next stage in their educational journey. We want our children to embrace learning, understand the importance of being a good citizen and have the confidence to make informed choices as they move onto adulthood. Pelham Primary School prides itself on combining traditional values alongside an open minded approach to change and evolution to ensure all of our pupils are able to access high quality teaching and learning as well as memorable experiences which develop a love of lifelong learning.

ILLUMINATE MINDS GOVERNANCE MODEL

The Trust's Scheme of Delegation sets out the roles, responsibilities and accountabilities of every level of governance.

To summarise:

Members are the guardians of the Trust who agreed the Trust's first Articles of Association and are responsible for any amendments. They are responsible for the appointment of the Trust Board and meet annually.

Our **Trustees** are responsible for the general control and management of the administration of the Trust, and in accordance with the provisions set out in the Memorandum and Articles of Association and its funding agreement. The Trust Board is legally responsible and accountable for all statutory functions, for the performance of all schools within the trust, and must approve a written scheme of delegation of financial powers that maintains robust internal control arrangements. In addition, it must carry out the three core governance functions.

Local Advisory Committes are responsible for building an understanding of how each school is led and managed. They should work with the Head Teacher in identifying priority areas for the school, monitor and evaluate how well the school is working in improving as well as working within agreed and statutory policies, and making sure the school is ensuring best value for money in terms of educational outcomes and government grants. The LAC should be a point of consultation and representation, and report how the school is doing to the Trust Board. The core business of these boards is:

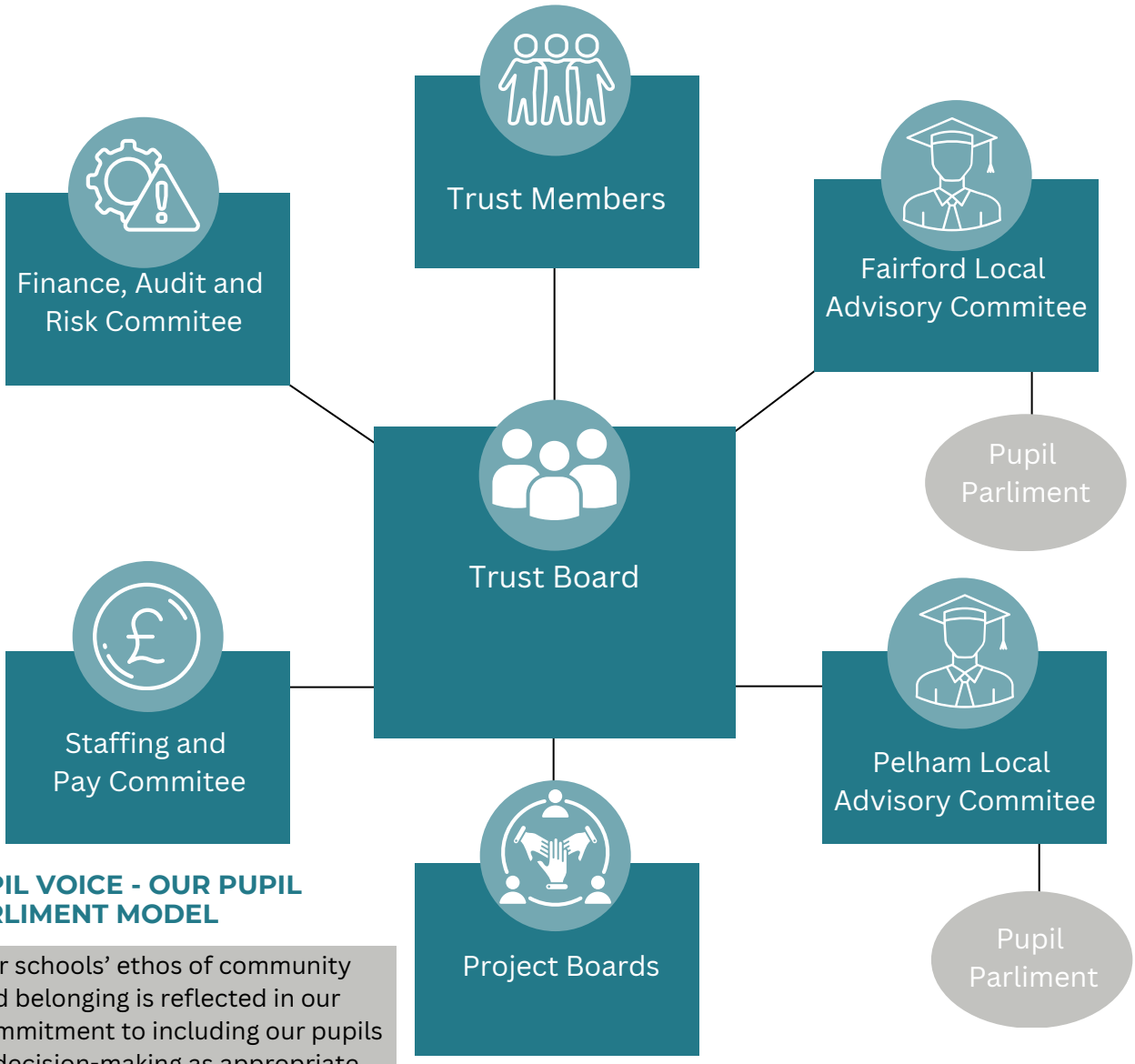
- Reviewing and monitoring the School Improvement plan.
- Monitoring and reviewing progress and attainment.
- Reviewing and monitoring the curriculum.

For any school or trust looking to join or merge with us,

Your school will retain:

- Governing Bodies as Local Advisory Committees in line with the model above.
- School leadership teams with a Head Teacher / Head of School and clearly defined leadership teams.
- Head Teachers/ Heads of School who sit on their own Local Advisory Boards.
- Finance leads who join our Central Team under the line management of our Chief Finance Officer (CFO).

Governance Model



PUPIL VOICE - OUR PUPIL PARLIMENT MODEL

Our schools' ethos of community and belonging is reflected in our commitment to including our pupils in decision-making as appropriate. Pupil Parliament, elected democratically by our pupil cohort, are actively involved in all recruitment and open days as well as the cultural capital offer throughout the trust.

OUR TRUST STRATEGY 2024-2027

At IMT, we strive to **"Excellence Every Day"**, unlocking the potential of our pupils, fostering supportive partnerships with our families and developing an offer which opens the windows of opportunity for every pupil. We are continuously challenging ourselves, reviewing our practices and seeking new ways of achieving the best we can for our pupils and our staff team. Our intent is always to improve the quality, efficiency, innovation and culture of our schools and ensure our strategy facilitates our journey and evolution in line with our inclusive culture and strong sense of moral purpose .

Growth is dependent on shared values, a commitment to continuous reflection and improvement and willingness to be open to discussion in bringing schools together as a single entity. To make this happen and explore mutually beneficial growth, we have to be focus on our core business whilst equally looking to the future and exploiting opportunities which present themselves.

Our core business is teaching and learning and we must regularly remind ourselves that our fundamental purpose is to deliver better outcomes for children through sustainable and self-improving actions which have lasting impact.

STRATEGIC OBJECTIVE 1

Developing financial sustainability and growth

- Introduce a GAG Pooling Policy to increase shared reserves for which schools can bid and are targeted to finance areas of need, estates development and innovation projects.
- Implement ICFP across the Trust to optimise ways of working and improve efficiencies.
- Embed three-year financial planning within individual schools' leadership self-evaluation and school improvement plans.
- Achieve in-year reserves of 2% (minimum) per school in line with new Reserves Policy.
- Review staffing structures and deployment to drive continuous improvement and reduce duplication
- Keep systems and processes under review with the aim of reducing or rationalising expenditure.
- Continue to develop the back office function through succession planning and accredited training, specifically focusing on HR, school business management and compliance.
- Increase success with CIF bids through improved commissioning and becoming more consistent in the recording and reporting of supporting evidence.
- Identify income generation streams and develop a training offer beyond our schools.
- Continue to seek networking opportunities that ensure we remain open to new ideas and values-driven collaboration in our efforts to grow our Trust.

STRATEGIC OBJECTIVE 2

Improving our learning environments, resources and facilities.

- Invest in the school estates to ensure all our schools are bright, welcoming and motivational.
- Develop outside learning areas which provide intervention and alternative educational settings for all children.
- Develop specialist resource provision areas in our schools matched to the highest presenting needs of our cohorts.
- Embed high expectations of classroom presentation and displays in our schools.
- Develop our sporting facilities and enhance the curriculum offer for sport as well as developing potential income generation opportunities and facilities which benefit our local communities.
- Develop resources and facilities to increase access to the performing arts and our extra-curricular offer.
- Establish a clear digital learning strategy underpinned by sound financial planning for the updating of technology across our schools.

STRATEGIC OBJECTIVE 3

Continuing to create a sustainable staffing resource through effective CPD and succession planning.

- Establish partnerships with universities to develop a Schools Direct Teacher Training offer with guaranteed ECT employment.
- Continue to enhance and develop the annual trust training schedule by increasing external partner delivery.
- Develop a Career Pathways Strategy in conjunction with staffing teams across the Trust to enhance succession planning and develop talent at all levels.
- Increase usage of the apprenticeship levy throughout all departments to "grow" our own staff in all areas.
- Build associate networks with other schools and grow the number of schools in the Trust to ensure the leadership capacity within the Trust are retained.
- Create a Training Brochure which offers training for staff internally and externally through both internal expertise and external partners.
- Explore incentives for staff to continue to build on our successful recruitment strategy and improve staff wellbeing.

STRATEGIC OBJECTIVE 4

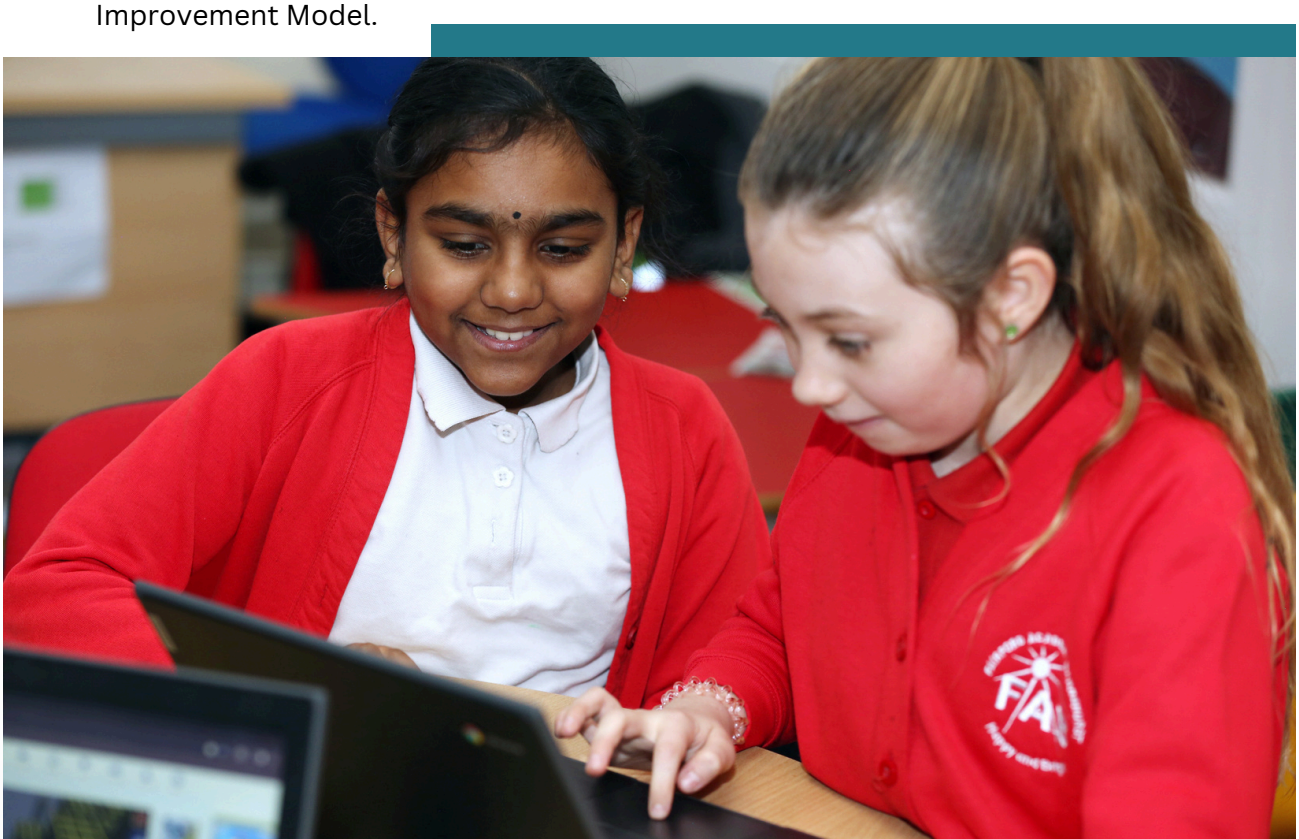
Celebrating our successes and marketing our Trust

- Develop a Marketing function within the Trust team.
- Increasing our use of social media and other platforms to articulate our strengths and build relationships with our local communities.
- Using parent partnerships and school networks to increase the reach of our impact beyond our schools and into our communities
- Increase admissions into our EYFS provision in the face of falling rolls.
- Encourage our leaders to connect beyond our schools and local area to raise the profile of our Trust and the unique strengths we are keen to share.
- Invest in marketing publications and develop an outward-facing approach to celebrating success beyond our geographical area.

STRATEGIC OBJECTIVE 5

Review and improve management information systems to inform strategy, school improvement, pupil outcomes and reporting to stakeholders.

- Continue to set high expectations for all and use outcomes and assessment data to set challenging targets for all pupil cohorts.
- Reduce variances in performance for vulnerable groups, particularly pupils with additional needs and those affected by historically low attendance.
- Review and revise reporting to all stakeholders to streamline and improve critical challenge.
- Increase the range of commissioned expertise working within our School Improvement Model.
- Ensure all schools are at least Good and on the pathway to Outstanding.
- Increase leadership confidence in articulating our journey, our successes and our next steps to engender trust and confidence in all stakeholders.
- Embed a new management information system (Arbor) and its interface with existing packages (CPOMS, Senso, Medical Tracker and SIMS).
- Introduce a new financial package to improve and streamline budget management and reporting.



OUR OFFER

Joining our Trust

Joining IMT follows the usual conversion or merger processes, depending on the circumstances of your school / academy. These processes usually take approximately 6-12 months to complete and have to go through formal processes. Our Trust will support your school or academy or work with key personnel in your trust, including the drafting of the application to the RSC to convert or merge and the running of the community and TUPE consultations required as part of the overall process.

What is IMT's rationale for Growth?

Our Trust has an unrelenting desire to build a better, sustainable society One of the most effective ways we can do this is through partnership working with schools who share our commitment and moral purpose. Therefore, by joining forces and bringing more schools into the Trust, the greater opportunity we have to make a positive impact and keep our momentum going through mutual encouragement, support and reduction in costs through the sharing of resources and pooling of funds.

We recognise the national drive to bring schools together in medium and larger size organisations. However, as a Trust, we are bound to our belief in retaining the strength of every school through its individuality and this is not possible once trusts become or a certain size. Therefore, we are seeking between 4 and 6 schools to join us in the next 3-5 years to ensure we together are not absorbed into a large trust and can continue to develop the provision we believe is best for all of our pupils.

The Government ambition for single schools and academies and small trusts to merge or join with larger trusts is close on the horizon. As a Trust, we don't want to wait and be "done to" and nor do we believe that this is the right way for our schools to grow and flourish. Instead, we are eager to find partners who share our values and are ambitious for their communities but understand the importance of growth in terms of sustainability, continuous improvement and widening opportunities which are all supported through collaboration.

Our Trust is actively looking to collaborate. We welcome new trustees to our Trust Board from schools who decide to join us and will be retaining local governing bodies as Local Advisory Committees. We expect our new partners to be significant contributors to our joint journey and welcome their views and voices. This is a unique opportunity for any school which is currently working outside of a trust or as 2-3 schools in a small trust to be part of a forward-thinking, inclusive organisation which encourages innovation and ambition.

Our desire to build a better society and our track record of successful school improvement alongside the expertise at different levels throughout the Trust means that we can evidence our ability to turn around schools in challenging circumstances. Our CEO is a National Leader of Education (NLE) with a diverse background across mainstream, special, alternative provision, residential schools and youth offending as well as with experience of working at central local authority level.

Our COO is highly qualified and experienced and leads on financial, business, risk and resource strategies. Our central team will provide a range of school improvement support and back office functions (including HR, clerkship, marketing). All our schools, as with most schools, have had to improve at some time in their recent history. This has given us the ability to empathise with school leaders and governors who are in this situation, an understanding of the challenge that lays ahead, and a road map of how to get there. We also recognise that even schools in very challenging circumstances have outstanding practices and systems which they can bring into our Trust. Therefore, we will not be "fixing" or "doing to" but supporting and working with across all of the schools in our Trust, whatever their current circumstances or needs.

What are the TUPE measures IMT expects to propose?

Whilst Multi-Academy Trusts are not bound by a national pay and conditions, IMT, Adheres to the burgundy book, the school Teachers Pay and Conditions Document, NJC conditions and the Green Book.

As such there may be some TUPE measures depending on the circumstances of each school/Academy-for example to bring all academies in line with the IMT pay date each month – we do not expect any significant changes to Pay and conditions. We will work with the current employer, HR advises unions and staff to ensure the process of joining the trust is as smooth as possible.

What due diligence will IMT undertake on a school looking to join the trust?

IMT will commission financial due diligence on all schools and academies intending to join the trust. This is in addition to the due diligence that the ESFA will carry out during all applications to the RSC. We will also be required to carry out HR due diligence during the process of joining the trust, to ensure that TUPE information is correct for your staff.

Depending on the school circumstances we may also look to carry out capital, governance or curriculum due diligence. This is not intended to be an investigation - rather, we will be keen to work collaboratively with you to identify where IMT can support the school /academy and provide services to your staff going forward.

Our school Improvment Offer:

Our School Improvement Strategy is built around our ambition for "Excellence Every Day".

Our strategy aims to enable each school to develop and sustain their capacity for improvement. It is intrinsically linked to our Growing Ambition: Staff Development Strategy. For Illuminate Minds, putting children at the heart of everything we do is a non-negotiable. However, we recognise that in order to provide our pupils with the highest quality educational offer investment in our staff and their growth is key. Providing our pupils with the highest standards of teaching and learning and supporting their personal development are central to our School Improvement Strategy.

Our approach to school improvement is firmly situated within the concept of strong collaboration so that the skills and talents that exist within the Trust's schools can be shared and benefit all our pupils.

It is informed by evidence-based models and current educational research. The Trust is a member of The Confederation of Schools Trust (CST). This ensures we keep pace with the latest research and evidence to inform our schools' improvement.

Educational improvement is a never ending journey. We know that schools which believe they have "arrived" and sit still will naturally eventually slip backwards. Therefore, our expectation is that all of our schools actively engage in school improvement and seek to continually aim higher. We believe in innovation, co-creation and collaboration, practical advice and practitioner modelling. We encourage an outward-facing approach, not only in terms of research and development, but also in terms of schools building relationships both within and beyond the trust to see different approaches and understand how schools tackle specific issues and secure improvement.

Our Trust works with specially commissioned external partners based on the needs of each school and the priority areas for improvement. These School Improvement Partners are engaged by our Director of School Improvement who leads our School Improvement Team and are co-located within that team. Additionally, our Trust is part of **Challenge Partners,** a practitioner-led network of more than 560 schools across 129 multi-academy trusts, which means that we belong to a national network and can share in the expertise, resources and insights that this valuable relationship brings, including annual Quality Assurance Visits. (inviting review teams from other schools to evaluate our academies and sending UKAT colleagues nationally to join these reviews) and working with local 'hub' networks to access specific insights and resources can fufill the needs of our acaemies. This work overlays our quality imporvment strategy to secure external validation and 'sense check' our approach.

We recognise that every school has its strengths and there is much to celebrate in every school but each one will be at a different stage on their improvement journey.

We also recognise schools can be impacted by significant barriers along the way and our school improvement approach will remain evidence-informed, responsive and proportionate to a school's improvement needs over time. This approach allows the Trust to build and strengthen our capacity to support more schools either through growth or partnership arrangements.

In assessing school improvement capacity, we consider these five fundamentals as identified in Knowledge-Building, School Improvement at Scale 2021:

1. Establishing school improvement capacity.
2. Undertaking forensic analysis of school improvement.
3. Supporting and deploying leadership.
4. Providing access to expert practice and expertise.
5. Monitoring improvements and measuring impact – assessing the quality of provision and pupil outcomes.

Our model has a tiered approach to school improvement **(Stabilise, Repair, Improve, Sustain)** but equally recognises that there has to be fluidity between the stages to allow for bespoke support and targeted interventions which are built around a forensic knowledge of the school and its context. Schools joining us access our improvement support mechanism and benefit from team teaching, modelling, coaching groups, opportunities to observe best practice and targeted goal setting through our "Raising Achievement" processes.

What makes Illuminate Minds Trust unique?

Our commitment to active collaboration, outstanding leadership and exceptional teaching coupled with our unshakeable belief in true inclusion has ensured we set the highest of aspirations for everyone within our trust whilst never giving up.

Our trust went back to basics to build strong foundations on which to grow. We are always eager to work with partners who truly believe in inclusion and aspiration and see the purpose of education to ignite the fire for learning and promote social justice for all. We are not interested in growing for its own sake but where growth benefits our pupils. Growth has the ability to expand our offer, increases opportunities for our staff team, supports financial sustainability whilst providing economies of scale and brings huge advantages through partnership working to our commitment to continuous school improvement. We are a trust who looks outwards beyond our own organisation and is keen to share and learn from others. We don't sit still, we aren't afraid of change or evolution and we are excited by future challenges!

Illuminate Minds Trust is an organisation which values its people and has a strong moral compass. The "no excuses" culture and emphasis on fostering a sense of belonging to a community whilst not being afraid to work with pupils on owning their choices and using dialogue to express emotions are key characteristics of the schools in our trust. Viewing all children as whole individuals and education as more than classroom learning sits at the heart of our ethos. However, we are also firmly committed to ambition and aspiration and expect everyone to try their best, strive for **"Excellence Every Day"** and welcome the opportunity to be exposed to new experiences and viewpoints.

If you want to join us on our journey and be part of shaping the next stage in this, contact us and have a conversation. There is certainly nothing to lose!

FAQS

Why should my school or academy consider joining a Multi-Academy Trust?

There are many benefits for schools and academies in becoming part of a MAT. These benefits have to be considered in the context of the staff team, pupil cohort, parents, other key stakeholders and the wider community.

KEY BENEFITS

- Economies of scale (services) – the opportunity to secure efficiencies when procuring (e.g. IT, cleaning, catering services) which then frees up funds for the core purpose of schools: the teaching of our pupils.
- Economies of scale (staffing) – the ability to pool staff resources, work more responsively and with agility to target staff resources to the needs of individual schools; the ability to work collaboratively and establish a central staff team who provide back office functions and school improvement services.
- The development of a coordinated approach to school improvement, recruitment and retention and continuings professional development.
- To ensure schools are able to work contextually and avoid isolation through increased networking opportunities.
- Collaborative curriculum development.
- Monitoring and quality assurance mechanisms.
- Evidence of validated assessments and moderation.
- Increased scope to support staff development, improve practice and share ideas as well as "test" or pilot innovations.

Q Will my school lose its identity?

No, schools who join us are coming into a partnership as a valued entity in their own right, bringing in fresh ideas and expertise. IMT wants schools to retain their own identity but within the agreed non-negotiables: children come first and are at the centre of all decision-making; we aim high and are aspirational for all pupils; we are committed to a culture of belonging and inclusion – we want out pupils to feel safe and secure within our school communities.

Q Will leaders lose their autonomy?

The Trust Board is ultimately responsible for the strategy and compliance of the schools within it. However, we recognise that leaders have the direct knowledge and expertise to lead their schools and want them to "own" them, so we believe in delegated autonomy which is only reduced where schools need additional support or are experiencing significant difficulties. Autonomy is based on the school's position in terms of performance, standards and safeguarding.

Q Will my school have to hand over their reserves to the Trust?

The Trust will be the central overarching organisation of which any new school is an equal partner. Therefore, Trust funds are school funds. The school still operates its own budget but benefits from access to a shared pool of funds based on combined reserves which can be accessed by leaders based on approval for spend over and above the day to day running of the school.

For most schools, being part of a MAT means access to more funds as these are pooled and efficiencies made by being part of a larger group.

Q Will the leadership or other staff be expected to go?

No, staff in the school are protected and TUPE over to the Trust in their existing roles and on the same salary.

Q Why is it important for trusts to grow?

There is a national drive for schools to come together and collaborate. This has always been good practice, but the reduction in local authority resources and the growth of MATs has meant that schools not in MATs or in small MATs are at risk of reducing services, decreased budgets and external pressures to join large MATs.

Be an "Associate School or Academy"

There is also the possibility of a "try before you buy" Service Level Agreement for trusts who want to begin the process of partnering with us.

If you are interested in finding out more about our services, our values and our culture, do not hesitate to contact us and have a discussion about our bespoke packages. Partnerships are based on relationships and shared values, so if you want to get to know us and test whether we are the right "fit", have a conversation and see what we can do to support and work together for an agreed period of time or specific project.

Contact myself, Jo Southby (CEO), at ceo@illuminateminds.org to arrange a suitable time for discussion.

CONTACT DETAILS

www.illuminateminds.org

0208 303 6556

office@illuminateminds.org

Pelham Road, Bexleyheath, DA7 4HL

Fairford Academy Barnehurst
Fairford Avenue,
Bexleyheath, DA7 6QP

t 01322 333 998

www.fairfordacademy.org

Pelham Primary School
Pelham Road,
Bexleyheath, DA7 4HL

t 0208 303 6556

www.pelhamprimary.org

AWESOME
RAVE ON
THE WAVE

Illuminate Minds Trust Pelham Road Bexleyheath DA7 4HL
T: 0208 303 6556 E: office@illuminateminds.org
W: www.illlluminateminds.org

Illuminate Minds Trust Pelham Road Bexleyheath DA7 4HL
T: 0208 303 6556 E: office@illuminateminds.org
W: www.illlluminateminds.org