

ILLUMINATE MINDS TRUST STRATEGIC DEVELOPMENT PLAN 2021-2024

NUMBER	STRATEGIC OBJECTIVE	SUCCESS CRITERIA	ACTION	RAG RATING	PROGRESS TO DATE
1.	<i>To develop the Trust to a community of 5-8 schools.</i>	The “Seven Cs” will be embedded in our cross-school working practices <ul style="list-style-type: none"> ● Capacity ● Collaboration ● Coaching ● Central Systems ● Community ● Curriculum ● Cultural Capital 	Train staff in coaching methodology. Establish coaching groups and the use of IRIS in further developing sharing good practice discussions and peer support mechanisms. Focus groups established to formalise cross-school collaboration in developing new initiatives. Review and revise the curriculum model to deliver the Trust vision. Develop system consistency across the Trust. Develop roles in the Central Team to provide support and training in order to increase Trust and school capacity. Introduce a Trust annual CPD schedule combining statutory/ focused training and promoting succession planning through career pathways.		Capacity has increased through school to school support mechanisms and cross-Trust roles, increased collaboration through Focus Groups and middle leader joint working. Two senior leaders are now accredited executive coaches and four staff have completed the Olevi Facilitator Programme – coaching approach to improved quality of teaching courses being introduced from Term 5 22/23. Systems are now Trust-wide due to Trust rather than school policies and joint purchasing of assessment and recording tools. A new curriculum has been introduced from September 2022 across both schools. Cultural capital is now a mechanism embedded in the curriculum offer through Pupil Passports launched from September 2022. Trust CPD Schedule in place. Systems across the Trust are now fully in place and consistency is observed in approaches to teaching and learning and assessment as well as approaches to behaviour and relationships. Conversations now taking place re potential merger opportunity which would bring together the two central

			<p>Increase capacity through developing SEND training and upskilling staff.</p> <p>Develop school educational offer through consultation with local stakeholders.</p>		<p>teams equally and achieve the overall aim of a trust of 6-8 schools. Collaboration is embedded in the trust culture.</p>
		<p>Leaders have raised their profile externally and widened their networks to promote the sharing of good practice and demonstrate our commitment to being contributors to local solutions.</p>	<p>Leaders to participate in local network groups.</p> <p>Leaders to engage in cross-Trust collaboration and seek partnership opportunities.</p> <p>Develop external training offer.</p> <p>Actively seek opportunities to promote the Trust through presenting externally to wider groups.</p>		<p>The CEO is Co-Chair of the local sub-group for Education Performance and Achievement. Both Head Teachers are members of local sub-groups and have attended the Bexley Primary School Leaders conference and meetings this year. The Head Teacher and Deputy Head Teacher (Pelham) have contributed to training for ECTs in Bexley. AHT / SENCo (Pelham) seconded to Kent secondary school for one day per week – income generation. Cross trust collaboration is developing with PLT through sharing of practices and systems. Presentations promoting the trust undertaken with PLT. Partnership working with leaders beyond the trust is underway and strengthening our training offer for staff.</p>
		<p>The vision of the Trust is revisited with all stakeholders to ensure it reflects our motto and the schools' values.</p>	<p>Involve staff at all levels in the development of the staff vision and review of school values.</p>		<p>The vision of the Trust has been reviewed with all stakeholders and is now embedded in the culture of the Trust.</p>

			<p>Promote the school values and Trust vision throughout our schools and through social media platforms.</p>	<p>Circle time has increased dialogue with pupils in relation to our values and culture.</p> <p>Twitter is now being well used daily and promoting the work of the trust, particularly around celebrating learning and children's achievements.</p> <p>Daily morning briefings in both schools promote a consistent approach to provision and regularly share the values and vision for the trust and each school.</p>
		<p>A Central Team is established which combines internal expertise alongside external partners and commissioned external advisors who will form a directory of support from which schools can access targeted as well as scheduled advice and guidance alongside professional challenge.</p>	<p>Incrementally increase the central function by identifying specific roles to work across both schools.</p> <p>Commission external advisors to review aspects of the schools and support the Trust development.</p> <p>Second staff into Trust-wide roles (part time) to structure collaboration and provide development opportunities.</p>	<p>A Central Team has been developed which brings together the following posts: CEO; COO; Trust Lead for Teaching and Learning; Trust Reading and Early Phonics Lead; Trust Director of SEND, Safeguarding and Inclusion; Trust Research and Development Lead; Trust EYFS Lead; Trust Attendance and Safeguarding Officer; Trust Business Support Officer.</p> <p>A new SIP has been engaged and has successfully supported the schools over the last year.</p> <p>External experts are being used to support the development of SEND and Ofsted preparation.</p> <p>The number of staff with dual roles across operational delivery in schools and central strategic leadership has increased.</p>

				<p>SIP usage has increased, particularly for Fairford in light of potential inspection this academic year.</p> <p>New consultants have been engaged to further enhance our provision and levels of scrutiny and challenge.</p>
		<p>A “trust mind-set” is established with improved communication through half termly Trust newsletters and the development of formal collaborative processes across our schools.</p>	<p>Introduce a half termly Trust newsletter.</p> <p>Set consistent expectations for communication with staff via newsletters and briefing meetings.</p>	<p>Trust half termly newsletters have been in place for one year and celebrate / advertise Trust-wide initiatives and opportunities.</p> <p>Terms 2-3 have seen greater sense of leadership joint working across schools which is resulting in a team ethos, a strength of the trust.</p> <p>Scrutiny through peer reviews .</p> <p>Weekly training delivered by internal staff is increasing and becoming embedded in our culture.</p>
		<p>A new Trust website alongside new school websites are created.</p>	<p>Review school websites and commission new websites for the Trust and the schools.</p> <p>Commission annual compliance checks of school websites.</p>	<p>A new Trust website and school websites are in place.</p> <p>An external compliance check of websites has been completed (September 2022).</p> <p>Only minor quality issues require improvement in website which are now compliant (January 2023).</p> <p>The prospectus is being developed for both schools.</p>
		<p>The Trust and schools are rebranded to reflect where we are now on our new journey.</p>	<p>Use professional photography to celebrate our pupils’ learning.</p>	<p>New logos and signage in both schools as well as on all Trust marketing and communication.</p>

			<p>Market the Trust through rebranding – new logo and signage for both schools.</p> <p>Use local advertising to increase pupil numbers at both schools.</p>		<p>Positive feedback on the trust branding and logos.</p> <p>Staff noticeboard are in process in both reception areas.</p> <p>Pupil numbers have increased in both schools significantly with Fairford at its highest numbers in 5 years and Pelham almost full.</p>
		<p>The Trust is outward facing with newly forged relationships beyond our local area into Kent, North Surrey, Greenwich, East London boroughs and South Essex.</p>	<p>Develop cross-Trust support systems and partnerships.</p> <p>Engage with schools beyond Bexley.</p> <p>Seek opportunities for staff to gain experience beyond Bexley.</p>		<p>Links forged with The Galaxy Trust, Parallel Learning Trust and UKAT. Trust Teaching and Learning Lead is a Trustee for the Galaxy Trust. CEO is a Trustee for the National Autistic Society Academies Trust and Local Governor for Chatham Grammar and The Beacon Folkestone.</p> <p>Visits undertaken to several schools in PLT and both schools in UKAT. Reciprocated visits from both trusts on more than one occasion.</p> <p>Joint work underway with PLT to explore a future central team structure. Peer reviews undertaken with Galaxy Trust (now Golden Thread Alliance). Trust Director of SEND is now Safeguarding Governor for UKAT / Brompton Academy.</p>
		<p>Our scope is widened to include SEND specialist schools and we actively seek opportunities to increase our SEND specialism through reviewing our resource provision designation.</p>	<p>Engage in dialogue with Bexley LA on emerging trends and provision needs.</p>		<p>Discussions with Marlborough School have not been progressed since new Head appointed.</p> <p>Discussions with PLT are in early stages</p> <p>Discussions with UKAT in early stages.</p>

			<p>Review our SRP provision in light of current pupil co-morbidity of needs.</p> <p>Seek partnerships which open up opportunities in line with our planned expansion routes.</p>	<p>Discussions with PLT have moved forward rapidly during Term 2 and 3 (specialist trust). Opportunities being discussed with PLT which make the Trust more outward facing and influential (provision of services beyond Bexley through this merger).</p> <p>Discussions and offer made to Bexley LA to expand SRP to co-morbidity of needs and open a SRP at Fairford (still awaiting further feedback).</p> <p>Joint working underway to create a central function which widens the scope of the current team post-merger.</p>
		<p>Systems are developed across our schools which facilitate the sharing of best practice, reduce workload and provide timely and accurate reporting to stakeholders including our trustees and governors, local authorities and parents.</p>	<p>Investigate Fast Feedback.</p> <p>Develop consistent Head Teacher reports and other associated reports.</p> <p>Introduce a Policy Matrix.</p> <p>Establish an annual training calendar.</p> <p>Develop a responsive agenda and action log for executive SLT meetings.</p>	<p>Assessment and Feedback Policy (2022). Relationships and Behaviour Policy (2022). Safeguarding Policy (2021/22)</p> <p>Consistent approach to Head Teacher reporting and agendas for LAC Meetings. Shared training schedule across the two schools.</p> <p>Weekly Exec SLT Meetings. Policy Matrix in place. Annual schedule is now embedded for training.</p> <p>Action log for SLT meetings is embedded in practice and reviewed weekly. KPI dashboard and data dashboard provide accurate and easily accessed information to Trustees.</p>

		<p>The Trust Governance structure is reviewed to clarify roles and accountabilities and ensure support is strategic rather than operational.</p>	<p>Revise the governance structure.</p> <p>Introduce consistent and more effective agenda framework for Trust and LAC Meetings.</p> <p>Streamline reporting mechanisms to increase governance familiarity and confidence.</p> <p>Review the scheme of delegation.</p>	<p>New Governance Handbook in place. Governance structure revised to ensure separation of tiers of governance and compliance with Academies Handbook. Roles and responsibilities of governors are identified.</p> <p>Training undertaken for all Local Governors and Trustees (June and September 2022).</p> <p>Data dashboard proposed (October 2022).</p> <p>KPIs proposed (October 2022).</p> <p>New Scheme of Delegation (May 2022)</p> <p>KPI dashboard approved and in operation (January 2023)</p> <p>Data dashboard approved and in operation (January 2023)</p> <p>New Governance Professional in place – timely minutes from LAC meetings to Trust Board improving lines of communication (January 2023).</p>
		<p>New trustees and governors are in place and recruited based on our skills audit.</p>	<p>Recruit new Local Governors and Trustees.</p> <p>Undertake a Skills Audit and follow up process within 18 months.</p>	<p>Skills audit completed (October 2021).</p> <p>New Trustees and Local Governors recruited.</p>
u	<p><i>To create an educational offer which promotes “Excellence Every Day” for every pupil.</i></p>	<p>There is a clear methodology for School Improvement that ensures that all schools deliver a holistic curriculum which is high quality and bespoke to the unique characteristics of each school but</p>	<p>Develop a Teaching and Learning Philosophy.</p> <p>Ensure staff are supported to embrace the pedagogical approach of the Trust and this</p>	<p>School Improvement Model is being developed and is making positive impact but needs to now be articulated as a Trust document.</p> <p>The Trust has developed and embedded a Teaching and Learning Philosophy</p>

	.	<p>avoids development in isolation and results in strong progress for every pupil.</p>	<p>is included in all induction processes.</p> <p>Commission external advisors to provide appropriate support and challenge.</p> <p>Embed daily learning walks.</p>		<p>(April 2022) which has resulted in pupils being more actively engaged in their learning as evidenced through daily learning walks, cross-Trust reviews and external advisor visits and feedback. Daily learning walks are now embedded and enhanced by team teaching and modelling as part of on going staff development (December 2022) New advisors engaged to undertake specific work around equality and diversity (January 2023) Streamlined approach to CPD through BlueSky being developed as a one-stop shop platform for learning and recording of CPD (January 2023)</p>
		<p>The vision of the Trust into the day to day operations of each school is embedded ensuring all pupils are ready for the next stage on their own personal journey.</p>	<p>Ensure school values are embedded in practice and promoted in all classrooms.</p> <p>Targets set for pupils and cohorts are aspirational and stretching – “Excellence Every Day” becomes a reality.</p>		<p>The vision of the Trust is intrinsically linked to the individual values of each school and well understood by all staff and pupils. Visual evidence of the values seen in both schools. Introduction of Wraps has had huge impact.</p>
		<p>All of our schools are judged to be at least Good under any current inspection framework and are on the journey to Outstanding.</p>	<p>Develop a new SEF proforma for consistency.</p> <p>Develop and utilise a data dashboard and KPI dashboard for both reporting and focused attention.</p>		<p>Both schools had previous Good inspection judgements. Current self-evaluation indicates this has been maintained with some oimprovements at Pelham and some risk factors which have now been addressed at Fairford. Pelham is likely at this stage to be judged Good through self-assessment</p>

					<p>avvvvvnd Fairford is now more solidly Good due to significant changes to leadership (interim and permanent) and robust approaches being led by the Central Team.</p>
		<p>Attainment is raised and progression improved with 75% of pupils meeting expected progress and KS2 SATs results being in line with or above national standards.</p>	<p>Set challenging targets for schools from 2022/23.</p> <p>Communicate high expectations through daily briefings.</p> <p>Use tuition funding and PPG to close gaps in attainment.</p>		<p>KS2 results for Pelham were above national average but Fairford was below with the exception of Writing (July 2022). Attainment and progress at Pelham broadly meet expected targets but falls short at Fairford where the variances in progress and achievement for SEND pupils is of concern. SEND learners continue to underperform but strategies in place are beginning to show impact.</p> <p>Rapid improvement in progress of pupils at Fairford during the latter part of Term 2 and into Term 3.</p> <p>Daily briefings are standard practice and address issues daily.</p> <p>Tuition funding used effectively at both schools – G&T project at Fairford; virtual tuition at Pelham.</p> <p>Leaders are confident in having challenging conversations.</p>
		<p>There is a robust and rigorous approach to Quality Assurance which is built around a coaching model, positively recognising staff strengths and identifying where skills and expertise can be shared across the Trust.</p>	<p>Appoint a Trust Lead for Research and Development.</p> <p>Introduce motivational and systemised weekly and termly QA systems.</p>		<p>Daily learning walks ensures that standards of teaching and learning are high in both schools as of September 2022.</p> <p>Coaching model is partially in place and will be rolled out across the Trust by January 2023.</p>

				<p>IRIS has been purchased to support coaching group model and will be introduced from January 2023.</p> <p>CEO gained a Distinction in Advance Coaching qualification.</p> <p>Coaching is showing proven success in the development of middle and senior leaders across the Trust.</p>
		<p>An annual CPD Programme across the Trust is in place that ensures our staff have the right skills to address needs and further raise standards including through the development and training of staff to become peer coaches.</p>	<p>Develop a SEND and Safeguarding CPD strategy.</p> <p>Appoint a lead for Digital Strategy.</p> <p>Utilise staff surveys and performance management meetings to identify whole school and individual training needs.</p>	<p>CPD Programme for the Trust is in place with weekly training for all staff every Monday. This has been further adapted to reflect the roles of staff working in the 'Trust.</p>
		<p>All pupils make progress in line with their starting points and gaps in attainment for vulnerable groups are reduced.</p>	<p>Annual targets are set for all schools.</p> <p>Leaders are held to account for the performance of their schools.</p> <p>All staff are provided with Phonics training and approaches are the same in both schools.</p>	<p>Gaps exist for SEND pupils and some PP pupils – better targeting of provision and intervention has been identified.</p> <p>Phonics training has been undertaken with all relevant staff and interventions are now being delivered confidently in both schools.</p> <p>Senior leaders in both schools understand their levels of accountability. SEND emphasis is improving staff understanding ogffn</p>
		<p>A menu of targeted interventions and therapies is developed through</p>	<p>SENcos in both schools develop a strategic and</p>	<p>A SEND training plan is being implemented throughout 2022/23.</p>

		<p>the upskilling of staff and capacity building within the staff teams at a universal offer level which provides greater impact.</p>	<p>collaborative approach to interventions.</p> <p>Upskill specialist SEN Staff in the four areas of SEN.</p> <p>Develop an inclusive mind set in both schools.</p>	<p>Specialist SEN TAs are in the process of being trained and achieving appropriate accreditation.</p> <p>Pelham now has a team of appropriately qualified specialist SEND support staff. Fairford is well on the way to develop its own specialist team.</p> <p>Discussions taken place around developing specialist staff in all areas and moving away from TAs who are attached to classes towards TAs with specialist areas who work across the whole school.</p>
		<p>Progress data is used to inform strategy and future planning around interventions, specifically for SEND pupils and those with EHCPs.</p>	<p>Raising Attainment meetings to be introduced to focus on targets and variances.</p> <p>To share information on pupils with EHCPs or those pupils considered disadvantaged and raise the profile of narrowing the gap with all staff.</p>	<p>Gaps exist for SEND pupils and some PP pupils – better targeting of provision and intervention has been identified.</p> <p>Edukey introduced at both schools and teachers / parents with access to SEND information.</p> <p>SEND register reviewed and accurate in both schools.</p> <p>New SENCo appointed for Pelham (February 2023).</p> <p>AHT (Assessment and Data) in both schools (January 2023).</p>
		<p>Effective marketing strategies are used to attract the best staff to our Trust and the 100% directly employed target is achieved.</p>	<p>To recruit quality staff to vacancies and plan ahead.</p> <p>Develop strong relationships with a small group of recruitment agencies.</p>	<p>All staff are now directly employed and agency staff costs have been reallocated to the development of library areas in both schools.</p> <p>Effective recruitment strategies have led to quality staff being recruited.</p>

			Enter into contracts with the TES and Kent Teach for all vacancies.		
		A team of experts who can be utilised to review specific focus areas and bring external expertise into innovation projects are commissioned.	Provide external support, training and expertise to drive focus areas.		Brian Simber and Diana Robinson are supporting the development of the Trust as well as SALUS and Lisa Cherry (TISUK). Frances Akinde (Equality and Diversity Consultant) has undertaken work with the Trust in Terms 4 and 6.
		Key Performance Indicator targets are proposed and agreed as well as data dashboards to measure and monitor impact and enable us to identify best practice across our Trust schools as well as provide meaningful data to Trustees.	KPIs are set for schools to allow for comparisons and the setting of clear performance standards. To create a data dashboard and KPI dashboard for streamlined reporting and encouragement of governance challenge.		KPIs are proposed to the Trust Board (October 2022). Data dashboard being presented to the Trust Board (October 2022). KPI dashboard is now produced for all Trust Board meetings (January 2023). Data dashboard is now produced for all Trust Board meetings (January 2023).
		Focus groups are established to work on key areas as part of our Trust-wide innovation process and collaboration practices.	To establish focus groups annually.		Five Focus Groups have run throughout 2022 and led to significant change and school improvement strategies in: <ul style="list-style-type: none"> • SEND • Digital Strategy • Curriculum • Cultural Capital • Coaching • Assessment
		The Trust has a Digital Strategy.	Identify a Digital Strategy Lead (seconded).		Both schools have moved away from paper-based recording with differing

			<p>Review the current IT technical support arrangements.</p> <p>Plan an improvement and maintenance schedule for IT.</p> <p>Provide training for staff to upskill them in technology in education.</p> <p>Fully develop CPOMs and SIMS and move away from paper based recording.</p>		<p>levels of success. Further work is being done and an action plan is to be devised. Triage system for safeguarding in place to monitor actions and comments on CPOMS, supported by weekly supervision (January 2023). SIMS training for leadership (January 2023).</p>
		Our assessment processes reflect a skills and knowledge-based pupil participative approach.	<p>Review current assessment tool and explore alternatives.</p> <p>Visit schools using no marking approaches.</p> <p>Revise our approach to assessment and feedback and develop a new policy.</p>		<p>Trust Assessment and Feedback Policy is embedded and well received by pupils and staff (piloted in Summer 2022).</p> <p>Target Tracker replaced by Insights from October 2022.</p>
		A collaborative approach to SEND and vulnerable pupils in our different environments facilitates the pooling of resources and develops a collective approach to safeguarding and attendance.	<p>Develop a shared approach to SEND and meeting the objectives on EHCPs through pooled resources.</p> <p>Increase collaboration and resource sharing across schools.</p>		<p>Trust Director of SEND, Safeguarding and Inclusion appointed (September 2022). New AHT / SENCo in post (Pelham – September 2022 / Fairford – January 2023). Whole Trust and Governance Safeguarding and KCSIE 2022 training delivered.</p>

			<p>Develop consistent systems for SEND planning and recording in both schools.</p> <p>Develop a continuous programme of safeguarding training annually.</p> <p>Move to face to face training for safeguarding alongside on line generic training.</p>		<p>New arrangements for safeguarding across the Trust in place through Trust Lead recruitment, review of DSLs and DSL training, use of CPOMs.</p> <p>Improved awareness evident through significant increase in concerns being logged (September 2022).</p> <p>Whole Trust SEND Training Plan (September 2022).</p>
		<p>A passport of opportunities for all pupils is developed which uses the curriculum as a vehicle for exposure to different experiences as part of our belief in the value of a cultural capital-driven approach to learning.</p>	<p>Create Pupil Passports to record holistic educational achievements and experiences.</p> <p>Make learning more engaging and meaningful through experiential learning and use of “hooks”.</p>		<p>All pupils recording experiences in Pupil Passports from September 2022.</p> <p>New curriculum model embeds trips and experiences in half termly topics (September 2022).</p>
3	<p><i>To achieve financial and organisational stability for the long term.</i></p>	<p>The Trust and schools are rebranded to encourage greater uptake of places and ensure our schools have few vacancies and are in a strong financial position year on year.</p>	<p>Leaders to investigate marketing opportunities to increase pupil numbers.</p>		<p>New logos, signage, websites, letterheads from February 2022.</p> <p>Normandy School renamed from February 2022.</p> <p>Reduction in pupil vacancies over time.</p> <p>Significant increase in pupil numbers at Fairford 2022/23.</p> <p>Disciplinary matter resolved and SLT now able to be confirmed.</p>

		<p>Costs are reduced through working with partner schools and Trusts.</p>	<p>Establish shared services and zero cost options for school improvement.</p> <p>Explore alternative bursarial services.</p>	<p>Partnerships established with The Galaxy Trust which has facilitated peer reviews at zero cost.</p> <p>Bursarial services reviewed and now in house with support through The Education People.</p> <p>Potential merger will reduce top slice and keep more money in schools.</p>
		<p>Recruitment costs are below previous agency and absence costs and ensure pupils access stability and consistency of provision.</p>	<p>Implement robust absence management procedures.</p> <p>Decrease absence levels to below 5%.</p> <p>Reduce agency costs to nil.</p> <p>Negotiate recruitment fees through development of strong relationships with 2-3 agencies.</p>	<p>Agency costs now zero and staff absence significantly reduced. Accurate comparison to be undertaken and reported at next Trust Board Meeting (December 2022).</p>
		<p>Succession plans ensure our staff access the right support and experiences to enable them to grow and develop, building capacity and stability for the organisation.</p>	<p>Widen the accreditation opportunities for staff in order that qualifications match the needs of the organisation.</p> <p>Balance recruitment into middle and senior leadership posts through external advertising and support for internal career pathways.</p>	<p>Two SLT now accessing L7 Masters qualifications through the National College.</p> <p>COO has gained L7 accreditation.</p> <p>2 SLT are completing accreditation as Executive Coaches.</p> <p>Pelham Head Teacher has successfully completed NPQH (Summer 2022).</p> <p>One teacher has gained NPQSL at Pelham (Summer 2022).</p>

				<p>Two staff enrolled on NPQSL (Autumn 2022).</p> <p>Three staff trained as Olevi Facilitators (Summer 2022).</p> <p>Internal recruitment to AHT role at Pelham (January 2022).</p> <p>Central Team has now been developed and many SLT have dual roles.</p>
		<p>The risk register is revised to reflect current risks and our plans to mitigate against these, then reviewed holistically as every new school joins us.</p>	<p>Raise awareness of leaders to risk factors and ensure their understanding of professional accountability.</p> <p>Investigate risk register on line formats to ensure consistency between schools.</p>	<p>New risk register in place – more thorough and responsive (Summer 2022).</p>
		<p>There is an increased use of technology for staff and pupils, improving connectivity without significant loss of time or additional workload.</p>	<p>Review IT facilities, support and equipment.</p> <p>Increase use of technology as a learning tool and move towards in class resource approach rather than discreet subject area approach.</p>	<p>All desktops replaced with laptops on rolling programme over 2021/22.</p> <p>Increased number of ChomeBooks in both schools.</p> <p>School and Trust Twitter accounts used and increase in staff numbers using Twitter accounts.</p> <p>School Facebook accounts in development (October 2022).</p> <p>Twitter posts daily in both schools (January 2023).</p>
		<p>Our top slice does not exceed 7% and is reviewed annually taking into account the number of schools in our Trust and how this may then benefit all schools financially.</p>	<p>Develop cross-Trust roles where leaders have split roles to keep costs low and embed staff in their schools.</p>	<p>Recharge procedures supersede top slice whilst only two schools in the Trust but costs indicated 7% top slice appropriate for 3+ schools meaning that current position of 2 schools is unsustainable.</p>

		Cross-school roles are developed which are driven by the school and Trust needs.	Propose and agree a Trust Central Team staffing structure which facilitates strategic objectives being met.	Cross-school roles in place and increased from January 2022.
		Our staffing structures are reviewed and a restructure undertaken to ensure that we are always providing value for money and the business needs of the schools are met, again putting children at the heart of our decision-making.	<p>Review the current staffing structure.</p> <p>Consult with unions and staff on proposed changes.</p> <p>Revise all Job Descriptions including pay and hours for consistency and role clarity.</p> <p>Revise HR policies to increase rigour, transparency and consistency.</p> <p>Give notice to Bexley HR and engage a new provider for the next 2-3 year pending an increase in Trust size.</p>	<p>Harmonisation process completed in Summer 2022.</p> <p>All Job Descriptions revised to reflect business needs (Summer 2022).</p> <p>All staff now on Trust contracts (September 2022).</p> <p>New HR provider in place (January 2022).</p> <p>All HR policies revised and approved at board level (Easter 2022).</p>
		Resources for premises and learning resources are planned cross-Trust to tackle differences in funding based on needs and equality of opportunity.	<p>Review of site safety and security, learning resources and facilities to be undertaken cross-site.</p> <p>Central funds to be retained for Trust priority areas.</p>	<p>Successful CIF bids (2022).</p> <p>Sharing of resources is being expanded across the Trust.</p> <p>Increased pressure on finances due to energy costs and need to use reserves to improve safeguarding and security which support operational management of Fairford (lack of previous investment) (December 2022).</p>

