



Beckfoot  
Trust

# TRUST SCHOOL CONTRACT

7th July 2020 v6

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# 1.0 Executive Summary

We are creating a great organisation. We know that for the following reasons:

- Great organisations evolve from strong foundations. We have built this organisation based on learned experience of what works and what does not.
- We have confronted some brutal facts as to why some schools have consistently failed and addressed them. As such all of our schools are now well led and progressing at pace. Some have reached the stage where they are genuinely remarkable schools.
- We have secured consistency of approach. We are systematic. All of our schools and all of our leaders are on the same page.
- We are disciplined. We resolutely stay true to our vision. We do not lurch back and forth.
- We use data effectively. We measure what matters, not what does not.
- We understand the importance of effective communication and healthy debate.
- We spend little energy trying to motivate or align people. It now just happens. We trust one another.
- And finally, we are transparent. There are no hidden agendas. No nasty surprises.

**Which is why ‘The Trust Contract’ is our most important document.** In just 12 pages from page 3 to 15 (plus a few appendices!) it explains exactly what we expect of each school and what each school can expect from the Trust. It signposts you to further detail when you need it. Understand the Contract and you will understand the Trust. It is what we live and breathe.

For your help, ‘The Contract’ is divided into four sections:

1. Who we are and the way we work as a family of schools
2. What we expect of each school
3. How we will measure the effectiveness of each school
4. How we will support each school.

Enjoy the read and keep a copy close to you!

David Horn  
CEO Beckfoot Trust  
June 2020

## 2.0 Introduction

Multi Academy Trusts provide a structured opportunity for schools to work together in partnership under the corporate governance of a board of trustees and members who are accountable to the Secretary of State. We believe that by working in partnership our schools can transform life chances and strengthen the communities our schools are situated within.

Funding for the Beckfoot Trusts central services comes from a central charge which varies annually according to the priorities of the Trust. The core services central charge is 3.7% of grant income in the current year. The contract sets out the precise arrangement between the school and the Trust.

To fully understand the contract you need to read and understand the following critically important documents:

1. The Scheme of Delegation
2. The Executive Leadership structure
3. The Corporate Strategy
4. The Articles of Association
5. The Monitoring and Evaluation Calendar

At the end of the document there are copies of one page documents referred to within the contract

1. The Executive Leadership Structure
2. The School on a Page RAG Summary.
3. The Corporate Strategy on a page.
4. The Governance Structure

## 3.0 Conditions for Membership

For a school to join the Trust the schools need to:

- Educate Bradford's young people
- Be comprehensive in status and ethos
- Be co-educational
- Be located within a 20 minute off peak drive-time of BD16
- Actively want to join the Beckfoot Trust
- Adopt the Trust Values, it's vision and organisational principles
- Respect national terms and conditions of employment

The decision to bring a new school into the Trust has to be made with a view to the educational and commercial risks of the Trust of their inclusion.

## 4.0 Who we are and what we stand for

Beckfoot Trust is a multi-academy family of primary, secondary and special schools closely located in the Bradford district. It was formed in 2013 and now includes ten schools with over 7,000 young people. Bradford Local Authority determines who attends our schools so we properly represent the communities they serve.

### 4.1 Our Core Purpose

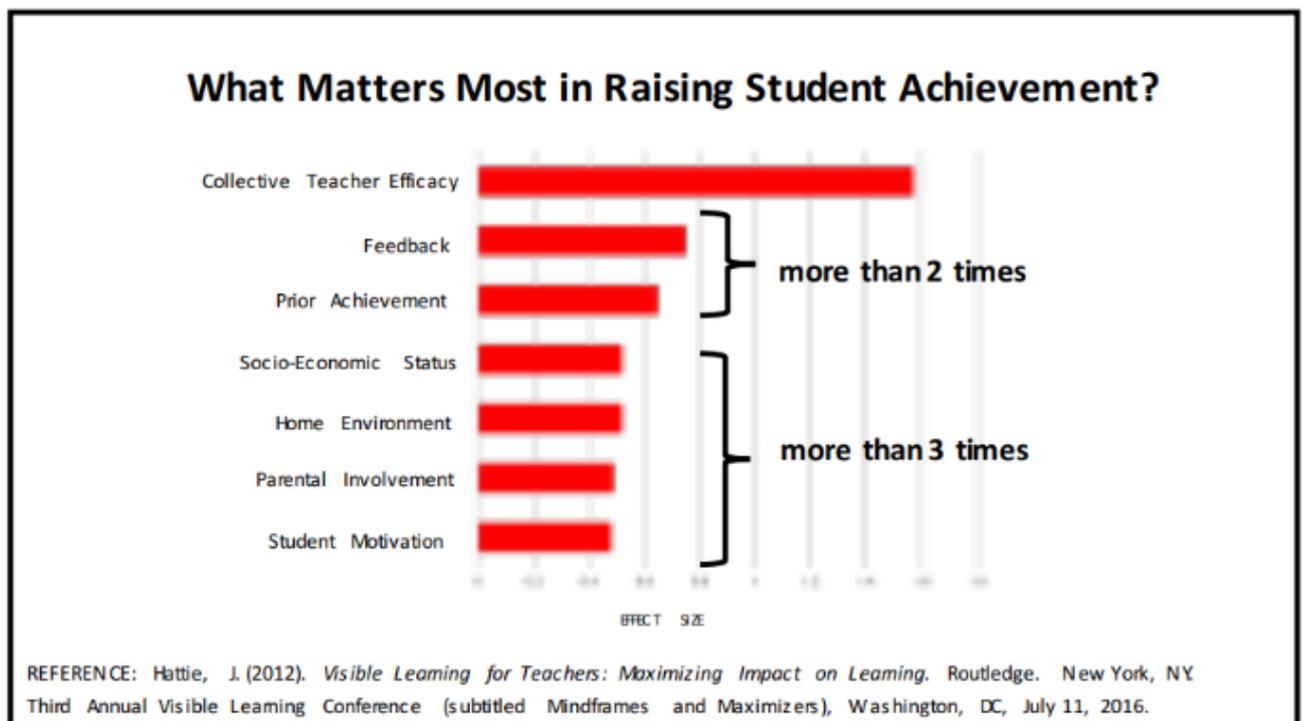
Our core purpose is to create a family of schools that collaborate to ensure all their young people enjoy learning and expect to be successful. Schools where you feel and see a learning culture that is purposeful, celebratory and inclusive. Schools that are great places to work, where staff develop professionally and feel valued and cared for. Schools where families are genuinely involved in supporting their child's learning. Schools where learners strive for outcomes that place them in the top 20% by comparison with young people in similar schools.

With sustained success, lives change, communities thrive and we all benefit.

### 4.2 How we will succeed – the three key areas of focus

1. Secure great outcomes for our learners
2. Establish effective partnership working: Collective Efficacy, Alignment, Uniqueness. (See below):
3. Identify, care for, develop and retain talented staff

### 4.3 Collective Efficacy – why collaborative behaviour matters



*'A shared belief that through collective action, they can positively influence student outcomes, including those who are disengaged and/or disadvantaged.'*

John Hattie: *Research Based Best Practice*

#### 4.4 Why Uniqueness matters

- Leadership and personal accountability are founded on ownership and self direction.
- If there is no variation in how we work, there will be no opportunity for us to learn from different practices.
- Uniqueness encourages trust, creativity and accelerates improvement
- Micromanagement breeds a dependency culture
- Our communities identify with their school first, the Trust second. Never forget that.

#### 4.5 Why Alignment matters

- We should all benefit from our best collective practice relating to the things that matter most
- We use our best practitioners to motivate and enable development across the Trust.
- Central services become simpler and secure greater efficiencies by concentrating our efforts.
- Centralised governance ensures consistent challenge and support.
- We all benefit from the collective Beckfoot resources, brand and reputation.

#### 4.6 Why Collective Efficacy matters

We wish to create a behaviour culture where all Trust colleagues share the following characteristics:

- We believe that partnership working accelerates improvement in strategic priorities.
- We collaborate as equal partners across special, primary and secondary settings.
- We want to give more than we receive.
- We accept that there may be a better idea and it can come from any setting.
- We are as strong as our weakest.

## 5.0 What we expect from you

### **A description of what you see in a Beckfoot Trust School**

The most striking feature of a Beckfoot Trust school is its relentless and bloody-minded determination to not allow any child to accept failure. To realise our ambition of creating remarkable schools we create a culture of high expectation where every young person enjoys learning and expects success. A culture where every child feels safe and no child is left behind. A culture where a commitment to diversity, equality and inclusion permeate every aspect of the school. Prejudice and discrimination in any form will never be tolerated.

Headship matters. It is the Headteacher more than any other individual who sets the tone in shaping that culture. Every member of the community knows them and what they stand for. They live and breathe the core principles of respect and equality thus creating a strong diverse and inclusive community. As a Beckfoot Trust leader they ensure that the school fully embraces and benefits from the collective efficacy principles of the Trust. The job of leadership is to describe a challenging vision and equip an organisation to achieve it. They establish strong and purposeful senior and middle leadership teams who are an extension of the leadership philosophy of the headteacher. They then create strong teams of very capable staff who own the vision for the school and know how to deliver it. The Headteacher leads by example. They are highly visible, emotionally intelligent and humble. They ensure the organisation is managed efficiently in order to achieve its defined objectives.

Schools are only as strong as their staff. We recruit and retain both teaching and non-teaching staff who reflect our commitment to a diverse workforce and who share this passion for transforming life chances. Every colleague is nurtured and challenged to improve further through high quality performance management and professional training. They are given the resources needed to do a good job. We care for their well-being and have clear workload expectations. We reduce bureaucracy and free them up to do their core role. We thank them for all they do well, celebrate their achievements and show compassion when they face challenges.

The starting point in creating a culture of high expectation amongst our pupils is to establish a positive relationship with them. Making clear to every child that the school is theirs and allowing them genuine opportunities to be leaders within school is essential. Our schools are located within communities where there are high levels of financial disadvantage, communities where many of our young people are vulnerable. Many of our young people have special educational needs. This must not hold them back. No child should be left behind. An inclusive culture of positive praise, personalised support and forgiveness when things go wrong is incredibly important. Every day is a fresh start. Positive relationships between staff and pupils is essential. It is this that gives our school genuine soul.

Enabling families to be able to genuinely support their child's learning is a critically important feature of our work to ensure no child is left behind. It is outlined in a Trust wide policy on Family Involvement. Our focus is on creating an inclusive informal culture where families feel that school is a friendly and safe place to be. Families are kept informed of how well their children are doing and know what to do next to support their learning. Every family has a specific link person to talk to who knows their child. Critical to family involvement is consistent and timely communications, clear and simple reporting mechanisms, linking learning between home and school, effective use of digital technology, celebration of success and identifying opportunities to use parents as a resource. There is a targeted approach taken with families of children who are not achieving to their potential.

Once we have a young person's confidence, we then challenge them to be 'ready for learning'. By making expectations clear and easy to understand, the school achieves absolute clarity about expectations of pupils and a consistent approach to implementation from staff. There are clear and measured sanctions for those pupils who do not comply. Readiness for learning means being on time to school and lessons, dressing smartly, respecting staff, calm movement around the school, how to enter and leave a lesson, how to conduct oneself in a lesson and how to work independently outside lessons.

Once we know our pupils are ready to learn, the next stage is to establish a coherent quality of education experience. One designed to ensure that every learner can succeed. No child left behind. A curriculum aligned to the four Trust key indicators: confident communicators, knowledgeable and expert learners, committed community contributors and future ready young people. The pupils follow a curriculum that has breadth and depth. One that consciously and strategically educates pupils about societal prejudice, the importance of diversity, equal opportunity and celebrates individuality. One that fosters preparation for adulthood including independence and resilience. One that maximises the benefit of digital technology. A curriculum designed to ensure that pupils know more and remember more as they move through their school journey from early years upwards. Cross curriculum projects and independent study programmes are built into the curriculum as are opportunities for children to connect themes to their local community. The pupil has access to a comprehensive programme of trips, clubs and special events, in school events, charity fund raisers and competitions. In short, a curriculum for all.

From there, teachers plan challenging, engaging lessons suited to the ability of their pupils. Lessons are aligned to subject specific knowledge organisers and agreed schemes of learning. Teachers manage their classes with professionalism and pride. They cultivate a passion for their subject within their pupils. They insist that pupils take pride in their work. They set meaningful independent learning tasks and utilise technologies for remote learning. They provide feedback which helps the pupils to improve.

Data is used intelligently throughout the school to bring to light the achievements of our pupils and staff. Pupils are assessed on entry to school and then regularly and systematically thereafter. Pupils are set targets and supported to achieve them. We investigate systemic disadvantage through the interrogation of data, including deprivation and race disparities and use what we know to plan compensatory strategies to ensure they catch up. We undertake annual assessments in the Basics (reading, writing and maths in primary; communication, English and maths in special; English

and maths in secondary) for every year group. We use assessment data and other indicators to better understand the effectiveness of our curriculum, our teaching quality, our readiness to learn strategies.

In primary, including Early Years, we use assessment to ensure that pupils are making progress in line with the appropriate statutory frameworks, i.e. EYFS for Nursery and Reception, Age Related Expectations for Years 1 to 6, Phonics during Reception to Year 2, and mathematics timetables knowledge. Pupils working below their chronological age have individual learning plans that expect them to make progress.

In secondary, the results of assessments enable us to group pupils according to attainment, where appropriate, and keep pupils and families informed of progress. There is frequent opportunity for movement between sets, and classes towards the bottom of the attainment spectrum are smaller and, where appropriate, benefit from the support of teaching assistants and amongst our most vulnerable, specialist support staff. For Years 10 to 13 we use assessment to create a heightened sense of cultural momentum amongst pupils, parents and staff towards public exams, a greater sense of competitive spirit and targeted mentoring and intervention classes towards targets.

Within special school settings, assessment of learning is more nuanced and respondent to a pupil's progress day to day. The assessment is based on the individual's EHCP outcomes over time so is personalised to their specific needs.

We equip pupils in all settings to thrive in formal assessments, examinations and externally accredited courses. We hold an annual formal examination in core and foundation subjects at every year in mainstream schools from Year 2 upwards. The results of these assessments enable us to group pupils according to attainment and keep pupils and parents informed of progress.

Personal development of every pupil underpins all we do. In the school there will be an embedded and multi-faceted plan in place that creates confident, outward looking and reflective young people ready for life. The specifics include genuine opportunities to lead change, learning how best to learn, developing their communications skills so that they can talk with confidence, know how to interpret feedback and act upon it, know how to plan their own futures including careers, know how to contribute as both citizens and leaders to their community and know how to keep themselves safe and healthy both physically and mentally. A comprehensive RSE programme will support and strengthen this dimension.

Finally, the physical environment of our schools is designed with thought about the quality of the experience for every child. It matters. Schools should feel homely and exude a pride in its appearance. In a Beckfoot Trust school you will see great vibrant display celebrating the work of its pupils. The school will be clean and environmentally efficient. Toileting facilities are looked after. Play, independent learning and civilised eating spaces are well designed and looked after.

**The Detail**

Leadership and Management	<ul style="list-style-type: none"> <li>• Three Year Strategic Vision</li> <li>• School Improvement Plan (SIP)</li> <li>• Self Evaluation Form</li> <li>• School Calendar (Shaped by the Trust Calendar)</li> <li>• Directed Time and Meeting Structure</li> <li>• Senior Leadership Structure with Job Descriptions</li> <li>• Middle Leadership Structure (with Job Descriptions) and Folder with Checklist of Activity Term by Term</li> <li>• Appraisal and Professional Development Folder (to include Self Reflections)</li> <li>• Pupil Attainment profiles for every year with attainment ranking (Public in Yr 10 and 11) and intervention strategy.</li> <li>• Annual surveys (Pupils/ Staff/ Parents)</li> <li>• Readiness for Learning Strategy</li> <li>• Quality of Education Strategy (Curriculum/ Teaching/ Assessment)</li> <li>• Teaching Quality Spreadsheet</li> <li>• Personal Development Strategy</li> <li>• Family Involvement Strategy</li> </ul>
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	<ul style="list-style-type: none"> <li>• Talent Management Development spreadsheet</li> <li>• Diversity and Inclusion Strategy (Aligned to Trust Diversity and Inclusion strategy)</li> <li>• Business Management Manual</li> <li>• Leadership of Cluster Business Managers</li> </ul>
Readiness to Learn	<p>We expect to see evidence of:</p> <ul style="list-style-type: none"> <li>• Pupils arriving into school on time.</li> <li>• Pupils in the correct uniform</li> <li>• Calm and orderly movement around schools and high staff visibility</li> <li>• Lesson entry and exit protocols</li> <li>• Positive approach to learning</li> <li>• Homework completed on time</li> <li>• Purposeful and supportive relationship with families</li> </ul>
The Curriculum	<p>The Trust 'Ambitions for our Young People' Intentions must underpin the curriculum strategy for each school.</p> <ul style="list-style-type: none"> <li>• Confident Communicators</li> <li>• Knowledgeable and Expert Learners</li> <li>• Committed Community Contributors</li> <li>• Future Ready Young People</li> </ul> <p>We expect to see a curriculum with the following features:</p> <ul style="list-style-type: none"> <li>• Evidence that 'No Child is Left Behind'.</li> <li>• Evidence that the curriculum positively and strategically challenges prejudice and celebrates diversity.</li> <li>• Evidence that learners know more and remember more as they move through the curriculum.</li> <li>• That there is a clear strategy for transition between key stages and settings.</li> <li>• That there is a clear strategy to compensate pupils who are falling behind.</li> <li>• Evidence that there is genuine coherence across the curriculum.</li> <li>• Evidence of an integrated Personal Development programme that genuinely supports young people make informed decisions about their life and career.</li> <li>• Evidence of a strong enrichment curriculum with great emphasis on sports, arts and citizenship.</li> <li>• Evidence of aligned exam and accreditation specification choices across the Trust, clear schemes of learning and appropriate use of resources.</li> <li>• Post 16 curriculum practices aligned to Trust 6th Form Strategy.</li> </ul>
Teaching	<p>We expect to see:</p> <ul style="list-style-type: none"> <li>• Appointment and training of teachers as specialists, not generalists wherever possible.</li> <li>• A focus on direct instruction, modelling, scaffolding, learning broken down into manageable steps, retrieval practice/ low stakes testing in every lesson.</li> <li>• Opportunities for pupil led learning.</li> <li>• Evidence of Research informed pedagogy</li> <li>• Evidence of strong pupil teacher relationships</li> <li>• Informed use of assessment to shape feedback and next steps</li> <li>• Dedicated time for collaborative planning</li> <li>• Elimination of unnecessary bureaucracy</li> </ul>
Assessment Data	<p>We use assessment data to:</p> <ul style="list-style-type: none"> <li>• Identify the potential of a student using benchmarks,</li> <li>• Group students by need and ability, where appropriate.</li> <li>• Accurately inform the quality of our teaching and learning.</li> <li>• Identify gaps in attainment, knowledge or skills.</li> <li>• Inform students and parents of their potential ability and make that knowledge part of the school culture.</li> </ul> <p>Features:</p> <ul style="list-style-type: none"> <li>• We use appropriate, key stage or need-based, external benchmarks to gauge and monitor achievements.</li> </ul>

	<ul style="list-style-type: none"> <li>• We use externally set and marked assessments in secondary settings at the start of Year 7 and at the end of key stage 3 to assess the ability of pupils within mainstream settings in English, maths and science. (GL Assessments). In secondary settings all year groups undertake formal end of year exams.</li> <li>• We use cohort specific percentile ranking to see where each child sits within their year group in secondary schools. This is shared with them and families from Year 10 upwards. We do so to intervene effectively and create a heightened culture of preparedness for GCSE exams and other end of KS4 assessments amongst pupils and their parents.</li> <li>• We work collaboratively across phases and subjects, via networks, to ensure that assessment practice is fair, that data are valid and reliable, and that gaps in pupil or staff knowledge are quickly and effectively addressed.</li> </ul> <p>We use assessments to ensure that pupils have learnt and are adept in applying the knowledge and skills acquired through the teaching of a high-quality curriculum. Assessments of pupils in different phases of education will be focused on achieving their best at the next meaningful assessment point.</p> <ul style="list-style-type: none"> <li>• Within special school settings, assessment is formative and responsive to the learning in lessons day in day out. Summative assessments towards accreditation are completed at the end of Key Stages 4 and 5.</li> <li>• In primary schools, each year group is teacher assessed three times annually; Years 2 to 6 are underpinned by external or statutory assessments.</li> <li>• In secondary schools, two assessments of attainment per year rooted in examination performance and teachers' professional judgements. Common assessments take place in maths, English and science in years 10 and 11.</li> <li>• In Years 11 and 13 there will be two sets of mocks for those sitting public examinations at the end of the year.</li> </ul>
Personal Development	<p>Personal Development is central to the vision for the Trust. Creating confident, outward looking and reflective young people sits at the heart of our vision. We expect pupils to be given an opportunity to lead change. We expect to see dedicated time built into the curriculum to allow young people to know:</p> <ul style="list-style-type: none"> <li>• How to learn Learning habits</li> <li>• How to develop talk</li> <li>• How to interpret reporting feedback and act upon it.</li> <li>• How to plan for their future – including careers</li> <li>• How to study independently</li> <li>• How to develop digital skills</li> <li>• How to as leaders work together to forge positive, inclusive and equitable communities (local, national, global)</li> <li>• RSE</li> <li>• Social and emotional development</li> </ul>

## 6.0 How we will evaluate your effectiveness

How we will evaluate your effectiveness	
Activity	Clarity
Trust School RAG (See Appendix 1)	<p>Trustees monitor the performance of schools within the Trust through a formalised 'Trust School RAG rating' document.</p> <ul style="list-style-type: none"> <li>• It is reviewed once a term at whole Trust level and in more detail at termly Trust Education and Business Cttee meetings. (The RAG incorporates judgements about pupil progress, school improvement, talent management and commercial effectiveness).</li> <li>• The School Improvement RAG judgements are shaped by the Trust School Improvement Framework. The key features of which focus on the outcomes</li> </ul>

	<p>achieved by learners, the effectiveness of leadership, quality of education (curriculum, teaching, assessment of learning), behaviour and attitudes and personal development.</p> <ul style="list-style-type: none"> <li>The CEO has ownership of this document and shapes judgements based on discussion with senior leaders within the Trust. (School Improvement workstreams)</li> </ul>
Evaluation of Effectiveness	<p><b>Led by the Associate Director for School Evaluation and Effectiveness.</b> Actions they coordinate and feed back to CEO and Trustees on include:</p> <p><b>Term 1:</b></p> <ul style="list-style-type: none"> <li>An annual review of externally accredited outcomes achieved at key stage 2, 4 and 5 against top 20% of similar school targets.</li> <li>A review of academic progress achieved by learners in end of year assessment exams with a particular focus on Yr 5, 10 and 12.</li> <li>A review of the School's Self Evaluation and progress on the 3 Year Strategic Vision (which will be shared annually with Trust Education Cttee).</li> </ul> <p><b>Term 2 and Term 3:</b></p> <ul style="list-style-type: none"> <li>'Team around the School' visits/ reports to review progress against school/ Trust strategic priorities.</li> <li>An annual External Review of each school led by an external partner from outside the Trust. The focus is primarily on the Quality of Education, particularly the implementation of the curriculum. A formal report with actions will be shared with the school and trustees.</li> <li>A follow up visit (proportionate to need) will be arranged to follow up on progress made on initial report actions.</li> <li>Commissioned external reviews of aspects of practice important to school/Trust</li> <li>Review of progress made by learners towards their EHCP targets.</li> <li>The effectiveness of the Yr 11 Intervention strategy</li> <li>Internal health checks focused on specific aspects of school improvement following consultation with the HT. Peer review opportunities built into this process.</li> <li>Review of annual surveys (Pupils, Staff, Parents)</li> <li>If a school has been inspected by Ofsted that year, there will not be a need for a review.</li> <li>Regular visits to schools. Learning walks, cyclical routine checks, cyclical learning scrutiny, SEF checks.</li> </ul>

## 7.0 How we will support you

How we will Support You	
1. Strategic Support	
Key Documents	<p>The Trust will provide schools with the following key documents:</p> <ul style="list-style-type: none"> <li>Creating Remarkable Schools Vision Document</li> <li>Trust School RAG</li> <li>Scheme of Delegation</li> <li>Annual Corporate Strategy</li> <li>Trust School Improvement Aligned Framework</li> <li>Workload and Well Being Poster</li> <li>Performance Management Documentation and Procedures</li> <li>Family Involvement Strategy</li> <li>Trust Calendar</li> <li>Business Management Manual</li> </ul>

<b>2. School Improvement Support</b>	
Central Support	<p><b>Executive Headteachers</b> (Primary and Secondary), who in addition to leading their own Trust school, will oversee:</p> <ul style="list-style-type: none"> <li>• The appraisal and line management of other Headteachers within their phase. (Special school HTs are linked to primary phase).</li> <li>• Provide mentoring support and critical friendship</li> <li>• Work alongside the HT in monitoring the development of ‘the 3 Year Strategic Vision’ (which is presented to Trustees by the HT annually).</li> <li>• Support the HT align practice to Trust expectations.</li> <li>• They will also establish a partnership relationship amongst HTs within their phase.</li> <li>• The Executive Headteacher will be a member of the Trust Executive Leadership Team and are line managed by the CEO</li> </ul> <p><b>School Improvement Support Team</b></p> <p>A team of school improvement specialists led by the School Improvement Director</p> <ul style="list-style-type: none"> <li>• Bespoke support and challenge proportionate to risk as signposted through the Trust School RAG and Trust School Improvement Alignment Framework</li> <li>• Collaborative Network and Project leadership</li> <li>• Compliance</li> <li>• Review of academic progress linked to Trust assessment expectations</li> </ul>
Collaborative Networks and Projects	<ol style="list-style-type: none"> <li>1. Leading through formal networks – these include: <ul style="list-style-type: none"> <li>• Early Years Network</li> <li>• SEND Network</li> <li>• WAVE 4 Networks</li> <li>• Nurture Network</li> <li>• SEMH Forum</li> <li>• DSL Safeguarding Briefings</li> <li>• Attendance Network</li> <li>• Sixth Form Network (Leadership by ADSI Sixth Form)</li> <li>• Secondary Subject Networks (Ebacc)</li> </ul> </li> <li>2. Collaborate through informal networks linked to broader activities that can include innovative ideas, opportunities to share and initiate research led enquiry (EEF)</li> <li>3. Collaborate through Projects as defined in the Trust Corporate Strategy <ul style="list-style-type: none"> <li>• Planning &amp; Implementation of Primary BASICS Strategy (GM)</li> <li>• Planning &amp; Implementation of Wave 4 Provision (ASB),</li> <li>• Planning and Implementation of Quality of Education, including Assessment (NJF/DM)</li> <li>• Planning and Implementation of Personal Development (DM).</li> <li>• Implementation of the Family Involvement Strategy (NJF)</li> </ul> </li> </ol>
Compliance	<p>Trust wide Quality Assurance and Compliance checks including:</p> <ul style="list-style-type: none"> <li>• Core Safeguarding Policy including online Safeguarding system (CPOMs)</li> <li>• Protocol for Home Elective Education, Children missing in education, Child absconds policy</li> <li>• Core student attendance policy</li> <li>• Core student behaviour policy</li> <li>• Review of PP Grant on Pupil outcomes</li> <li>• SEND Strategy and Statutory Compliance</li> <li>• QA of WAVE 4 provision and outcomes</li> </ul>
Assessment Data	<ul style="list-style-type: none"> <li>• Review and reporting of academic progress for each phase, against appropriate benchmarks.</li> <li>• Supporting schools maximise their effective use of data, including the use of common approaches and systems.</li> <li>• Provision and interrogation of data relating to disadvantage, including deprivation, race disparities and vulnerability to ensure No Child is Left Behind.</li> </ul>

Ofsted Support	<p><b>Led by the Associate Director Evaluation and Effectiveness</b></p> <ul style="list-style-type: none"> <li>• Before an inspection: self-evaluation and documentation support.</li> <li>• During inspection: From the initial call and throughout including attendance at meetings and at post inspection feedback meeting.</li> <li>• Post Inspection planning</li> <li>• Support will be given in the event of an appeal.</li> </ul>
<b>3. People and Talent</b>	
People and Talent Team	The leadership of People and Talent sits with the <b>Associate Director Human Resources and the Associate Director Talent Management</b> . They lead a team of People and Talent specialists.
<b>Talent Management</b>	
Promoting Recruitment	<ul style="list-style-type: none"> <li>• Open Recruitment events for prospective trainees and QTS colleagues.</li> </ul>
Teacher training	<ul style="list-style-type: none"> <li>• School Direct programme on behalf of Trust schools and relationships with Teacher training partners.</li> <li>• Talent spotting: alumni and undergraduates with the hope that they become teachers of the future.</li> </ul>
Early Career Framework Provision	<ul style="list-style-type: none"> <li>• ECF provision for all Trust colleagues through their first two years of teaching, including high quality induction, skill development and nurturing. This includes management and development of school based ECS mentors.</li> </ul>
New staff Induction	<ul style="list-style-type: none"> <li>• One day induction into the Beckfoot Trust vision, values, commitment and practices for all new staff.</li> </ul>
Appraisal	<ul style="list-style-type: none"> <li>• Co-ordination of Appraisal policy and procedures for all staff</li> </ul>
Professional development programmes and forums	<ul style="list-style-type: none"> <li>• Facilitation of professional development programmes and forums including:</li> <li>• Annual Trust Conference</li> <li>• Annual Headteacher/ Deputy Headteacher/ CIT Away Day</li> <li>• Termly HT Steering Group Meetings</li> <li>• Providing subject specific enhancement/ training</li> <li>• Leadership Development Programmes (See below)</li> <li>• Diversity and inclusion modules are embedded in all our programmes.</li> </ul>
Leadership Development	<ul style="list-style-type: none"> <li>• The Trust co-ordinates Trust wide leadership development programmes for all staff at all levels of their leadership development.</li> <li>• These include bespoke Trust programmes and residentials at all levels and also external provision through organisations like Ambition Institute and the DfE. (NPQML, NPQSL, NPQH, NPQEL).</li> <li>• The Trust monitors closely the development of leaders across the Trust so that where possible we can provide Trust school leaders with strong leadership candidates when recruiting.</li> <li>• The Trust promotes the leadership development of BAME colleagues.</li> </ul>
<b>Human Resources</b>	
Collaborative Network	<ul style="list-style-type: none"> <li>• HR User group</li> </ul>
Workload and Well Being	<ul style="list-style-type: none"> <li>• Trust Workload and Well Being Pledges.</li> <li>• Annually staff surveys whether staff feel that these pledges are being honoured.</li> <li>• Deliver a Wellbeing strategy and co-ordinating a MHFA offer (communicated through Trust Matters and Trust wide events)</li> </ul>
Diversity	<ul style="list-style-type: none"> <li>• The Trust Diversity and Inclusion Strategy sits at the heart of the Corporate Plan and is led by the ADHR and CEO. A Diversity Steering group from across the Trust shapes and then monitors the impact of the strategy.</li> </ul>
Recruitment	<ul style="list-style-type: none"> <li>• Recruitment of most staff, apart from the Headteacher sits at a local level in terms of responsibility. The Trust would have direct involvement in the appointment of senior leaders to schools including the appointment of Headteachers.</li> </ul>

	<ul style="list-style-type: none"> <li>Trust wide recruitment administrative service for schools including standard template documentation to be used through any recruitment process thus ensuring compliance with statutory and best employment guidelines, with equality legislation and best practice guidelines. This documentation includes application forms, information from the school and Trust, guidance on salary levels to ensure harmonisation across the Trust in line with national guidance, advert design, recruitment assessment, references, DBS and other checks.</li> <li>Consistent use of 'Vacancy Filler and Trust Recruitment Packs'.</li> <li>Equal opportunities monitoring for recruitment and annually across the workforce.</li> </ul>
Capability, Disciplinary and Grievances	<ul style="list-style-type: none"> <li>Ultimate responsibility for the outcome of capability and disciplinary issues sits with the Trust who will chair hearings and if needed appeal hearings. The Trust will support Headteachers in making the decision as to whether to proceed with a procedure and provide additional support where necessary throughout the process.</li> <li>Independent advice on the process from investigation to conclusion.</li> </ul>
Relationship with Trades Unions and professional associations	<ul style="list-style-type: none"> <li>The Associate Director HR and the CEO meet termly with TU and professional association representatives at the Joint Consultation and Negotiation Cttee (JCNC). <i>(Headteachers are responsible for local Trades Union relationship management. The Trust responsible for collective bargaining with 'Branch Trades union representatives).</i></li> <li>The Trust fully complies with statutory national and local terms and conditions of employment for all employees.</li> </ul>
HR Support	<ul style="list-style-type: none"> <li>Full complement of HR services including an annual HR health check.</li> <li>Maintaining standards of conduct, using metrics to identify where improvements are needed.</li> <li>Responsible for statutory reporting obligations.</li> </ul>
Organisational Development	<ul style="list-style-type: none"> <li>Support with organisational structures and restructures.</li> <li>Developing strong organisational cultures and values.</li> <li>Staff engagement.</li> </ul>
HR Advisory Service	<ul style="list-style-type: none"> <li>The Trust provides specialist HR expertise to schools on changes to Government policy, legislation and statutory regulations.</li> <li>The advisory service offers HR advice and support on strategic and operational matters to schools (HTs, CBMs and HR Teams) through a telephone helpline service, email and face-face HR surgeries.</li> <li>HR Audit and Compliance including SCR checks.</li> <li>Develop and implement consistent HR policies, processes and systems.</li> </ul>
Payroll and Pensions	<ul style="list-style-type: none"> <li>The Trust manages the out-sourced service providers to ensure the Trust receives a comprehensive payroll and pensions service.</li> </ul>
<b>4. Finance and Governance</b>	
Finance and Governance Team	The team is led by the <b>Finance Director</b> . The team includes finance, business management, administrative and data specialists.
Collaborative Network	<ul style="list-style-type: none"> <li>Finance User Group</li> <li>Data Manager Group</li> </ul>
Finance	<p>Overseeing the financial planning and analysis cycle for the Trust including:</p> <ul style="list-style-type: none"> <li>Trust management accounts, reviewing assumptions, monitoring the risk level of the Trust as a whole on a monthly basis, gathering feedback and ensuring consistency</li> <li>Leading the budget planning cycle, setting Trust wide assumptions, monitoring the wider financial context of the Trust and ensuring this is reflected in budgets</li> <li>Reflecting on schools Curriculum Led Financial Planning</li> <li>Financial Benchmarking to inform strategic decision making</li> </ul> <p>Ensuring effective financial management and controls are in place across the Trust and are constantly being developed and maintained. This includes:</p> <ul style="list-style-type: none"> <li>A system of internal and external audit to ensure compliance with the academies financial handbook</li> </ul>

	<ul style="list-style-type: none"> <li>• Advising on new methods of work, ensuring systems and controls are adhered to</li> <li>• Support for difficult financial decision making within control frameworks</li> </ul> <p>Facilitation of financial collaboration between schools including:</p> <ul style="list-style-type: none"> <li>• Running the finance user group</li> <li>• Identifying areas where economies of scale can be achieved</li> </ul> <p>Supporting Trust procurement</p> <ul style="list-style-type: none"> <li>• Identifying opportunities for Trust procurement</li> <li>• Contract management</li> <li>• Developing and maintaining a systemised approach to procurement</li> </ul> <p>Managing cash balances and growing Trust income</p> <ul style="list-style-type: none"> <li>• Trust deposit strategy</li> <li>• Cash flow management</li> <li>• Managing the bank account, bank recs, payment runs</li> </ul> <p>Managing financial reserves including the capital reserve position</p> <ul style="list-style-type: none"> <li>• Identifying areas of risk and mitigating the financial risk</li> </ul>
Data Management	<ul style="list-style-type: none"> <li>• Management of key Trust wide metrics needed to support Trustees and Schools in decision making</li> <li>• Ensure smooth and robust mechanisms for the central collation of data and ensure the data sits within a central data dashboard.</li> <li>• Develop the Trust Data Toolkit and support colleagues throughout the Trust in its use.</li> <li>• Champion intelligent data and evidence-based approaches to strategy.</li> <li>• Support individual schools to develop robust, accurate and consistent systems for data collection and analysis; including on-site training and producing central guidance materials.</li> <li>• Ensure effective collaboration is supported by intelligent data throughout the Trust</li> <li>• Ensure evidence-based practice and research informs the Trust approach to data analysis and evaluation.</li> </ul> <p>Develop an outward facing approach to data management and research, building strong and mutually beneficial relationships with external partners.</p>
Governance	<p>The Trust operates a model of single governance. There are no local governing bodies. The Headteacher has responsibility for managing a Local School Committee made up of key stakeholders (parents, staff and students) which are linked to Trust Board.</p> <ul style="list-style-type: none"> <li>• Scheme of Delegation</li> <li>• Corporate Strategy</li> <li>• Annual cycle of meetings</li> <li>• Monitoring and evaluation Calendar</li> <li>• Review of Key performance Indicators (Trust wide and School specific)</li> <li>• Trust Board, Education Cttee, Business Cttee, Audit Cttee, Members Meetings.</li> <li>• Local school Cttee meetings x4</li> <li>• Clerking</li> </ul>
<b>5. Operations</b>	
Operations Team	This team is led by the Operations Director. The team includes Business, Estates, Compliance, IT and Marketing specialists.
Collaborative Networks	<ul style="list-style-type: none"> <li>• Communications User Group</li> <li>• Estates User Group</li> <li>• Health and Safety Committees</li> </ul>
Compliance	<ul style="list-style-type: none"> <li>• Management of Compliance KPIs</li> <li>• Statutory practice and core policies</li> <li>• Programme of checks and audits (H&amp;S, GDPR)</li> <li>• Coordinate work of Cluster H&amp;S committees</li> <li>• Competent person (H&amp;S at Work regs 1999)</li> <li>• Data Protection Officer (DPO)</li> </ul>

	<ul style="list-style-type: none"> <li>• Insurance requirements and investigations</li> <li>• Support the response to FOI requests and complaints.</li> <li>• Annual GDPR Review</li> <li>• Annual Website Review</li> </ul>
Trust Marketing and Communications	<ul style="list-style-type: none"> <li>• Brand guidelines</li> <li>• Website template, structure and compliance (managed by schools, checked by Trust)</li> <li>• Social media branding</li> <li>• Coordination of marketing (for nurseries and sixth forms)</li> <li>• SharePoint Management including Trust wide bulletin and internal comms</li> <li>• Standard document template for external documents, letterhead, E Mail footer, PPT template for external audiences</li> <li>• Support a calendar of Trust-wide events</li> </ul>
Trust's Estates, Facilities	<ul style="list-style-type: none"> <li>• Central budget for capital works to ensure statutory compliance, and improve building condition, suitability and energy efficiency</li> <li>• Support the development of skills of key staff employed in estates roles</li> <li>• Estates contract management – compliance and best value</li> <li>• Ensure the effectiveness of FM services</li> <li>• Demographics, capacity and sufficiency</li> <li>• Lead and coordinate the Trust's response to the climate emergency</li> </ul>
Technology/IT	<ul style="list-style-type: none"> <li>• Digital strategy based around teaching and learning requirements</li> <li>• Procurement processes: central budget for replacement strategy and planned growth. Best value delivered through planned programme and procurement at scale.</li> <li>• Centralised IT support, with local provision organised in clusters</li> <li>• Provide a sustainable and harmonised model of technology across the Trust</li> <li>• Centrally/Cloud hosted services: MIS, telephony; digital marketing solution; file services; unified communications; back up; infrastructure.</li> </ul>
<b>6. Cluster Business Management</b>	
School Business Support	<p>The Cluster Business Managers provide business management support to clusters of schools within the Trust. They play a vital role in providing an interface between the Trust and the School regarding business management strategy and decision making. Specific elements of their role are:</p> <ul style="list-style-type: none"> <li>• Working with Headteachers on the practical implications of changes within their schools and gaining their support for them.</li> <li>• Working closely with Trust Executive Leaders in People and Talent, Finance and Operations and the CEO.</li> <li>• Positively promoting both the School and Trust priorities.</li> <li>• Implementing agreed changes in their school and engaging relevant staff in their clusters to do likewise.</li> <li>• Identifying potential opportunities for collaboration and achieving benefits of scale as they arise within each cluster.</li> <li>• Keeping School Office Managers and other relevant school staff involved in the agenda and liaising with them.</li> <li>• Implementing agreed changes within clusters.</li> </ul>



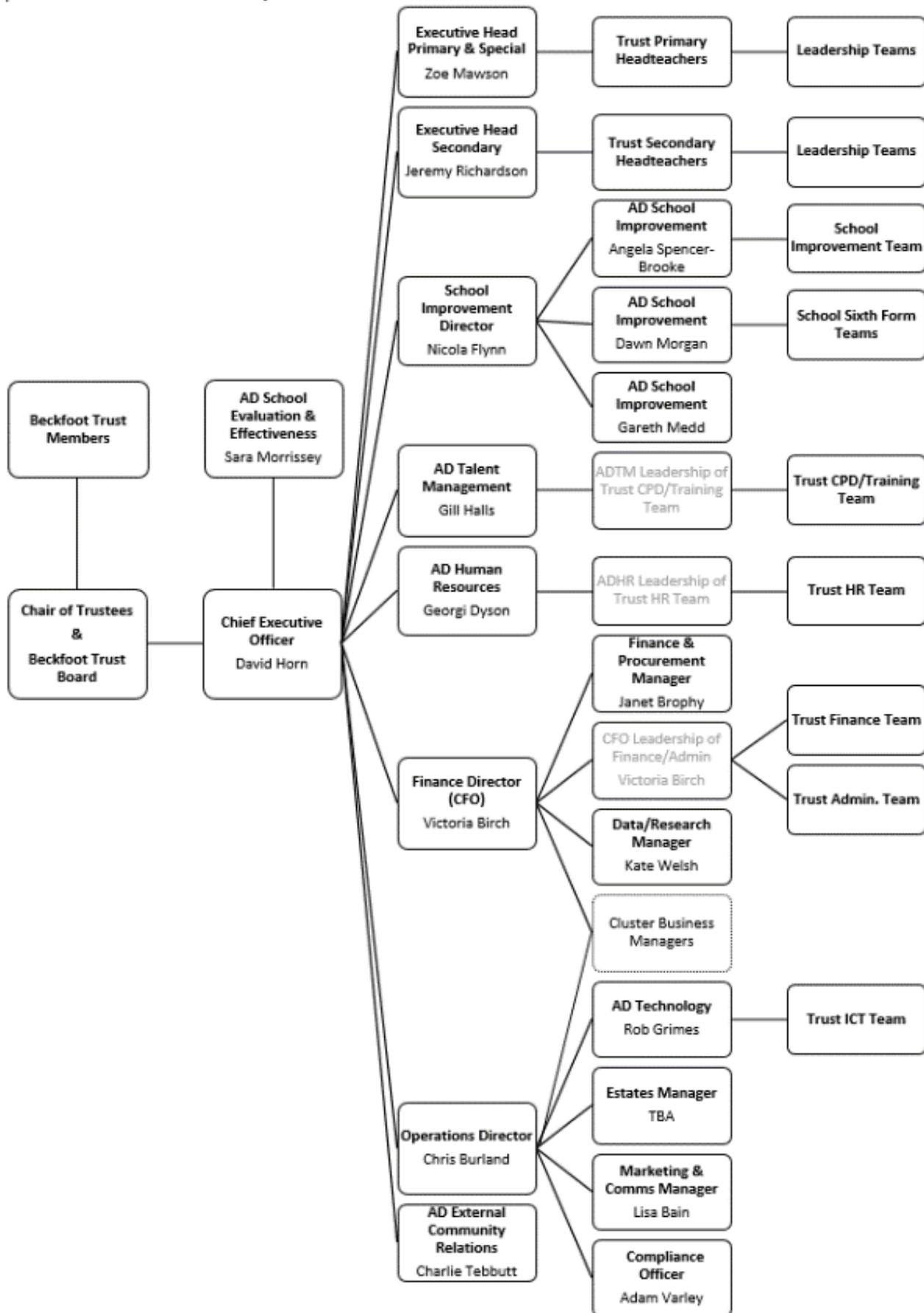
Financial Health										
Safeguarding										
Health and Safety										
Other Compliance										
Estates										
Communications										
Digital Technology										
LSC										
<b>Risk Rating</b>										
Share quality practice/above national						Green				
Secure						Blue				
Monitoring an aspect/issue. Based on outcomes below national or below floor						Yellow				
Cause for concern						Red				

## Appendix 2 Trust Corporate Strategy

The Trust's Corporate Strategy outlines how it improves schools and sustains that improvement over time. It explains the Trust's values, core purpose and collaborative principles. It evaluates past performance and explains the strategy for improvement. The Corporate Strategy sits alongside the Scheme of Delegation that describes how the Trust is governed, led and organised. The diagram below summarises the Trust's approach to strategic development.

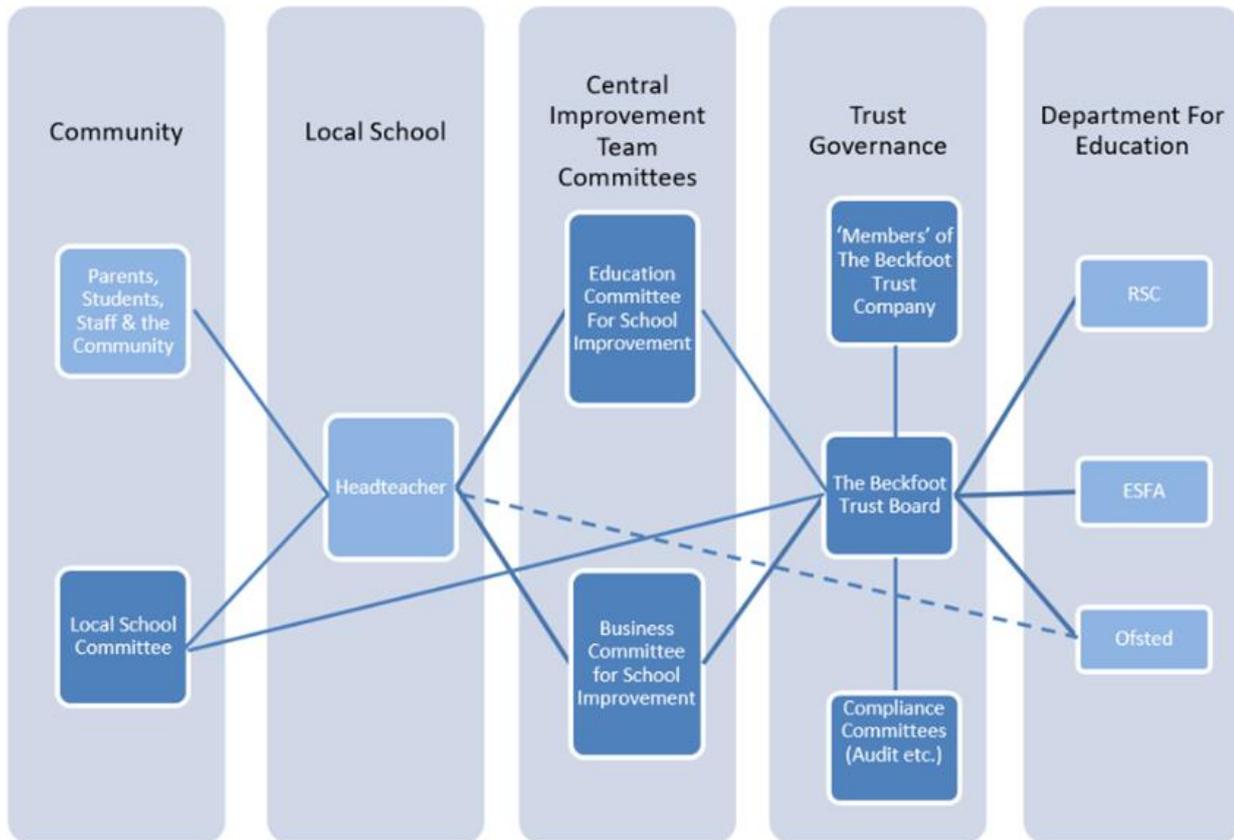


# Appendix 3 Trust Leadership Structure



Governance	Team around the CEO	Exec. Leadership Team	Central Improvement Team and School Leaders
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## Appendix 4 Governance Structure



## Appendix 5 Trust Central Charge

The Trust central charge is reviewed annually as part of the Trust Budget Cycle. The central team manage the budget for the central improvement team and the costs included in the central improvement team budget are charged to the schools within the Trust. The below table sets out the three areas of the central recharge, how the central team ensures these provide value for money for the school and the Trust and the basis on which the costs are recharged.

Central Improvement Team Budget	Value for Money Achieved Through:	Recharge Method
<b>Core Services</b> Central Improvement Team Staff Costs  Indirect Employee Costs  Central contribution to Trust CPD budget <ul style="list-style-type: none"> <li>Centrally run CPD</li> <li>Every module costs</li> </ul> Centrally held software <ul style="list-style-type: none"> <li>PSF finance software &amp; Support</li> <li>Budget Software &amp; Support</li> <li>Every Contract, Asset &amp; Compliance Software</li> <li>Vacancy Filler</li> <li>Carval</li> </ul> Annual Education Reviews  Trust capitation budgets for Trust Wide Events or workstreams CIT Administration Costs Governance Costs <ul style="list-style-type: none"> <li>Legal retainer fees</li> <li>Actuarial fees</li> <li>Insurance broker fees</li> <li>Audit and accountancy fees</li> <li>Clerking fees</li> </ul>	Benchmarking, corporate strategy, economies of scale  Business management manual  Economies of scale, collaborative working, facilitation of best ideas  Economies of scale, contract review and management, Business management manual  Economies of scale, independent checks, consistency  Business management manual and procurement controls	Based on % of Grant Income  3.7% for 20/21
<b>6<sup>th</sup> Form Only Costs</b> CIT Staffing costs Capitation budget for Trust 6 <sup>th</sup> Form	Benchmarking, corporate strategy, economies of scale	Split equally across 3 schools with 6 <sup>th</sup> Forms
<b>ICT Services</b> ICT Staffing Costs	Benchmarking, corporate strategy, economies of scale	Split by user numbers (students + staff)