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**NORTHERN
LEADERS TRUST**

HUMILITY | EXCELLENCE | INTEGRITY | REFLECTIVENESS | LEADERSHIP | INCLUSIVITY | TOGETHER | KINDNESS



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Welcome

WWW.NORTHERNLEADERSTRUST.ORG

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Thank you for your interest in Northern Leaders Trust where achievement, students and leaders matter.

A warm welcome



At Northern Leaders Trust we are dedicated to our vision of putting students at the centre of everything we do. We are committed to all students achieving their potential. We are inclusive and embrace collaboration over competition to help remove barriers to learning. We believe that everyone can be a leader and our academies offer a diverse range of opportunities for

students to develop their leadership skills within and beyond the classroom. We are a values-driven employer that supports our staff with high quality professional development and opportunities to become a leader in their chosen field. If you would like to know more about Northern Leaders Trust, where achievement, students and leaders matter, we'd love to hear from you.


Lee Kirtley
Chief Executive Officer



WELCOME FROM THE CHAIR OF TRUSTEES

It is a privilege to be Chair of Trustees in a Trust which strives to ensure its students have the opportunity to achieve excellence in academic, sporting and artistic pursuits and challenges its students to adapt, problem-solve and sustain resilience in a fast-changing world.

As a Trust we believe that we are stronger together and that collaboration is always more effective than competition. I am proud to be part of Northern Leaders Trust.
Dr Thérèse Quincey
Chair of Trustees



Ambitious for the future

We want every student to achieve their academic potential and grow in confidence as future leaders.

A GROWING, INCLUSIVE TRUST

Based in Newcastle upon Tyne, Northern Leaders Trust was established as a multi-academy trust (MAT) in 2014. Originally known as the Kenton Schools Academy Trust, the Trust has recently rebranded to focus attention on its primary purpose of raising achievement and developing its young people as leaders through inspirational leadership.

The Trust currently comprises two academies:

Kenton School, our 11-19 community academy, one of the largest schools in the North of England, and Studio West, the first 11-19 studio school in the UK. Demand for a place in our academies is high, with both schools being oversubscribed in recent years.

OUR MISSION, VISION AND VALUES

Our mission, quite simply, is to put students at the centre of everything we do. Our academies deliver an ambitious

and inclusive curriculum and through collaboration, every aspect of our work is of high quality. This enables all students to have high aspirations and to excel academically and socially.

OUR SHARED VALUES

Across the Trust we have a shared expectation, our **One Trust Rule**, which states: Every student and adult is expected to behave in a responsible manner both to themselves and others, showing consideration, courtesy and respect for other people and their wellbeing at all times.

Whilst our academies are unique and retain their own identities, we expect members of our community to align with our Trust vision and values:

LEADERSHIP Leaders help themselves and others to do the right thing. We firmly believe that all students and staff within our Trust are leaders.
EXCELLENCE We are a Trust that strives to achieve excellence in academic, sporting and artistic pursuits.
INTEGRITY We are honest and driven by a clear moral purpose. Acting with integrity means we strive to do the right thing at all times.
KINDNESS We value being kind to one another, using our manners and being considerate of each other's feelings.
INCLUSIVITY All students are welcomed into our classrooms and their

uniqueness is celebrated. We have high aspirations for all students: no groups or individuals will be left behind.
HUMILITY We are humble in both success and failure. We acknowledge that our successes are achieved through the hard work of our students, parents, teachers and community.
TOGETHER We believe that the Trust is stronger together and that collaboration is always more effective than competition.
REFLECTIVENESS We value reflection as a way to achieve improvement. We believe in inspiring all our learners to question, research, engage and therefore thrive.

NORTHERN LEADERS TRUST: OUR VISION AND VALUES





Curriculum commitment

We promise to ensure that all students have high aspirations and excel socially and academically.

Each school will work with the Trust Directors of Subject and Director of Curriculum to provide an ambitious and inclusive curriculum in the context of their school. Our curriculum is broad, balanced and built around students' individual needs and abilities to allow all students, regardless of background,

the opportunity to reach their potential and compete with others nationally.

AMBITIOUS FOR ALL STUDENTS

Our inclusive curriculum is ambitious for all students, regardless of starting point or need. Students are taught the most important knowledge to enable them to succeed in life. The curriculum in all areas is at least as ambitious as the National Curriculum enabling all students to progress well to their next phase of employment, education or training.

WELL SEQUENCED AND WELL PLANNED

Each subject has a well-planned scheme of learning which builds on the previous key stage and considers each school's local context and priorities.

LOCAL CONTEXT.

Shared planning across the Trust enables teachers to build their lessons from a high quality starting point.

EXPERTLY DELIVERED

Teaching is informed by the most up-to-date research. Our **GREAT** teaching model supports staff to deliver lessons to the highest quality. Staff have freedom within the four-part lesson structure to deliver lessons that are expertly tailored to meet the needs of the students in front of them.

INTRINSIC CURRICULUM

Our holistic approach to curriculum is underpinned by our values of inclusivity, togetherness, excellence and kindness. We promote:

- ★ Positive attitudes to learning

- ★ Effective learning routines
- ★ High expectations
- ★ Behaviours for learning
- ★ Strong praise culture

ACADEMIC CURRICULUM

We believe in a rich, broad and balanced curriculum:

- ★ Strong focus on reading
- ★ Precise targeted support for weaker readers
- ★ Targeted support for individuals using our CARE cycle
- ★ Extended learning
- ★ Online learning resources
- ★ Financial investment in resources and facilities
- ★ Catch-up interventions

ENRICHMENT CURRICULUM

We believe students' learning is enhanced by their experiences outside the classroom. This includes:

- ★ Curriculum experience days (10 during Year 7 - Year 11)
- ★ A wide-ranging after-school enrichment programme
- ★ Educational visits to enhance learning
- ★ Representing the school
- ★ Participating in the Student Council
- ★ Residentials
- ★ Performances
- ★ Supporting events e.g. Community Champions event

OUR CAREING APPROACH

Student learning is further supported by our Trust CARE cycle, ensuring no student is left behind and no stone left unturned.

- C** Collect Information
- A** Analyse Information
- R** Resolve Issues
- E** Evaluate Impact



Invaluable CPD opportunities for all Trust staff

Northern Leaders Trust is committed to ensuring all staff have access to regular, high quality professional development. In addition to the core offer entitlement, all staff have the option to attend a range of training organised by the Trust,

The annual programme covers carefully selected *principles*: where appropriate, some principles have two elements: *How to Lead* and *How to Deliver*.

Although some sessions are tailored towards staff in particular roles or career stage, all sessions are open to all staff. This provides further opportunities for members of staff to develop or diversify their career. The principles cover:

- | | |
|------------------------------------|--------------------------------|
| ★ Teaching and Learning | ★ Personal Development |
| ★ Safeguarding XTra | ★ Professional Development |
| ★ Reading and Literacy | ★ Supporting students with EAL |
| ★ Role of a Form Tutor | ★ Estates and Site Management |
| ★ Inclusion and SEND | ★ HR |
| ★ Attendance | ★ Finance |
| ★ Behaviour Management | ★ Health and Safety |
| ★ Curriculum Design and Assessment | ★ Risk |
| ★ Leadership | ★ Operations Management |
| | ★ First Aid |

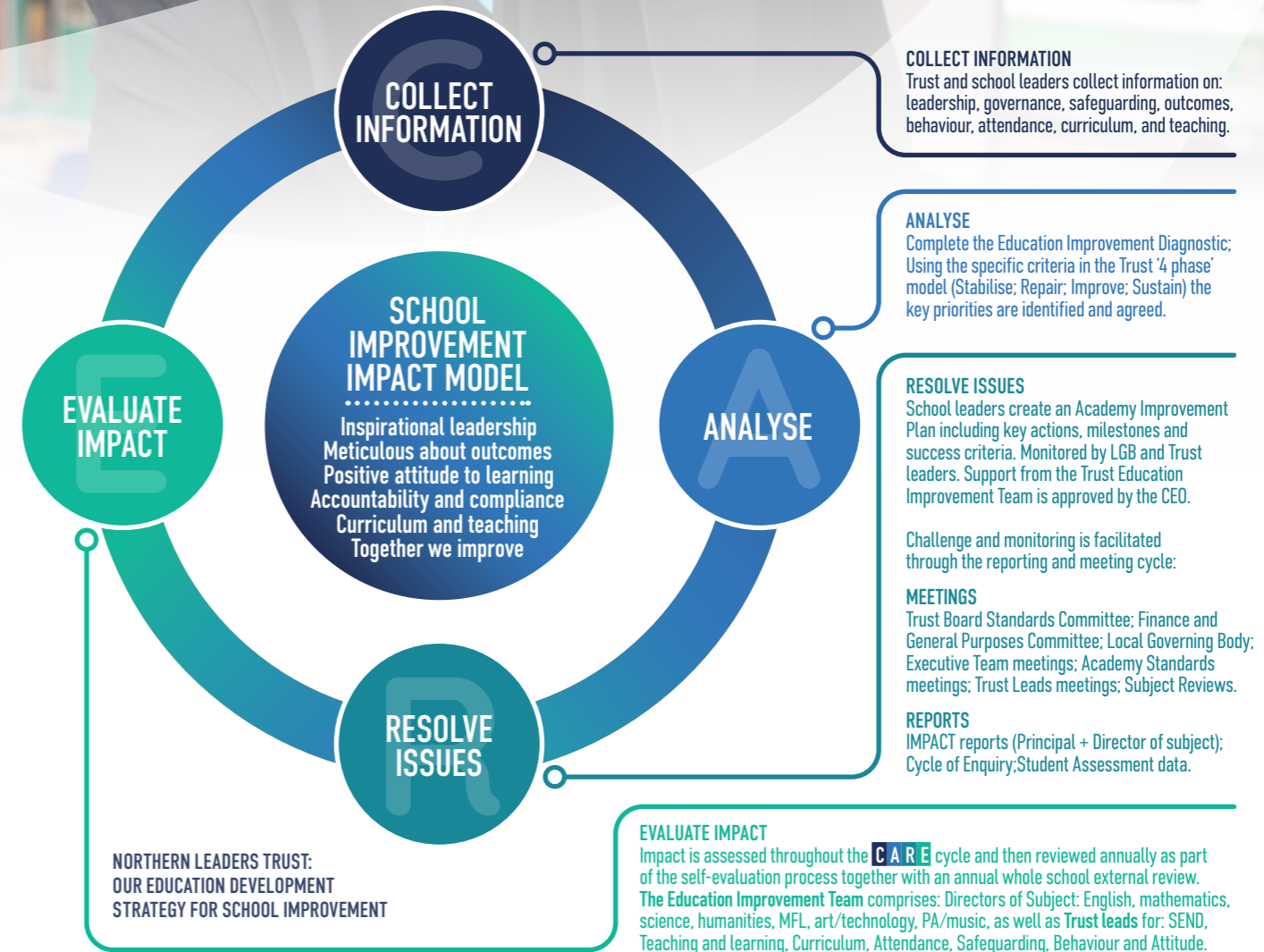
Our plan for improvement

With big ambitions for the future, we are focused on every student achieving their full potential.

The Trust has a strong school improvement offer supported by high calibre Trust Leads and Trust Directors of Subjects. Our Education Development Strategy centres around our School Improvement **IMPACT** model, which receives continual review through our **CARE** cycle. This approach results in a programme of improvement for our staff,

learning environments, services and resources – ultimately impacting positively on student outcomes. We are well practised in directing resources and funding towards students who need it most and our safeguarding approach is well embedded. We continue to focus resources on students who need it most to ensure

they are not disadvantaged by time lost in the classroom due to COVID and are supported to achieve their potential. As well as our key focus on student outcomes, we are also developing a people and wellbeing strategy, with a view to creating a unique people offer to attract, develop, retain and inspire staff members to make their career with the Trust. We are supported by a strong and ambitious Board of Trustees and Local Governing Bodies (LGBs) with a clear vision for the future of NLT. Regular reviews of governance and its effectiveness are planned to underpin our growth plans.



Essential tools and resources

Our robust improvement models underpin the incredible progress we're making everyday.

Through the development and deployment of our robust improvement models, we have already been able to demonstrate the positive benefits in all areas of school activity. We're committed to this programme of improvement and our vision of ensuring all students achieve their potential. By collaborating and

sharing our best practice models, we're able to accelerate improvement for our students, reduce unnecessary workload for staff and create a culture of lifelong learning - enabling our students to develop their leadership skills within and beyond the classroom.



NORTHERN LEADERS TRUST

Our model of great behaviour

LOOK TO YOUR 'LEADERS'

L	Learning behaviours are taught	L
E	Expectations are clear and understood	E
A	Acute understanding of students/influences	A
D	Dedicated to creating a praise culture	D
E	Early targeted intervention	E
R	Routines are well understood	R
S	Systems applied consistently	S

LEADERSHIP | EXCELLENCE | INTEGRITY | KINDNESS | INCLUSIVITY | HUMILITY | TOGETHER | REFLECTIVENESS

NORTHERN LEADERS TRUST

Feedback and marking

THE PILLARS SUPPORTING GREAT LEARNING

EVERY LESSON FEEDBACK

- QUESTIONING
- LIVE MARKING
- LITERACY CODES
- SELF/PEER ASSESSMENT

SUMMATIVE ASSESSMENTS USED FORMATIVELY

- KEY APPLY TASKS
- REVIEW OF STUDENT PROGRESS SCHEDULE
- QUESTION LEVEL ANALYSIS + WHOLE CLASS FEEDBACK

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NORTHERN LEADERS TRUST

Teaching and Learning

QUALITY ASSURANCE MODEL

GREAT TEACHING

- DEPARTMENT IMPROVEMENT PLAN
- BOOK SAMPLE CYCLE
- STUDENT VOICE
- HEAD OF FACULTY ACTION PLANS
- SLT LEARNING WALKS
- HOF/DIRECTOR LEARNING WALKS
- TEAMS 'CLASS MATERIALS' AUDIT
- SLT LINK MEETINGS

OUR EDUCATION DEVELOPMENT STRATEGY

The Trust has a strong school improvement offer supported by High Quality Trust Leads and Trust Directors of Subjects. Our Education Development Strategy centres around our School Improvement **TRIPLE** model, which receives continual review through our **QELI** cycle.

TRIPLE Head of Faculty, SLT and Director Learning walks, student voice.

QELI Department Improvement Plan, SLT link meetings, book sampling, Question Level Analysis, progress and behaviour data capture.

TRIPLE teaching, modelling, mentoring, informal support plans, personalised CPD, whole school CPD.

QELI Trust/External reviews and learning walks, student outcomes.

LEADERSHIP | EXCELLENCE | INTEGRITY | KINDNESS | INCLUSIVITY | HUMILITY | TOGETHER | REFLECTIVENESS

OUR GROWING TOOLKIT OF ESSENTIAL RESOURCES FOR SCHOOL IMPROVEMENT IS AVAILABLE TO ALL NLT STAFF



With big ambitions for the future, we are focused on every student achieving their full potential.

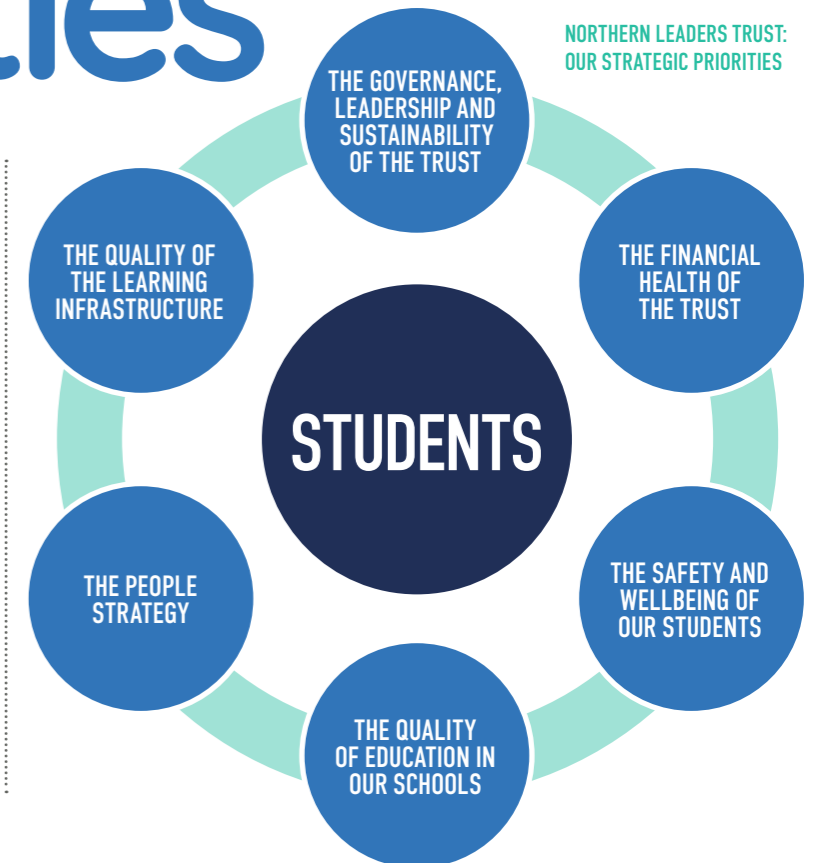
Our strategic priorities

Our core goal is to support our academies to succeed not only in their student outcomes but also in future inspections.

To do this we need a strong network of teachers and support staff, who are leaders in their own right, with the support behind them to shape students' lives and help them overcome barriers, tackle challenges and compete on a world-class stage.

We are committed to enabling colleagues to undertake continuous professional development whilst also supporting those who wish to go into leadership. Our team's health and wellbeing is also paramount, and our promise is detailed in our Wellbeing Charter.

NORTHERN LEADERS TRUST:
OUR STRATEGIC PRIORITIES



Our strategic plan for 2023-26

STRATEGIC PRIORITY	STRATEGIC PRIORITY	STRATEGIC PRIORITY	STRATEGIC PRIORITY	STRATEGIC PRIORITY	STRATEGIC PRIORITY
<p>Governance, leadership and sustainability of the Trust</p>	<p>The financial health of the Trust</p>	<p>The quality of education in our schools</p>	<p>The safety and wellbeing of our students</p>	<p>The quality of the learning environment and infrastructure</p>	<p>The people strategy</p>
<p>OBJECTIVES</p> <ul style="list-style-type: none"> ★ Ensuring clarity of vision, ethos and strategic direction. ★ Holding executive leaders to account for the educational performance of the organisation and its students, and the effective and efficient performance management of staff. ★ Overseeing the financial performance of the organisation and making sure its money is well spent. ★ Grow the Trust strategically and sustainably with the core purposes of extending our reach to improve the outcomes and life chances of more children and young people. <p>DELIVERED BY Trust Board and Local Governing Bodies self-review and externally commissioned governance reviews. Supported by stakeholder voice.</p> <p>REPORTED TO Trust Board and Local Governing Bodies.</p>	<p>OBJECTIVES</p> <ul style="list-style-type: none"> ★ All the requirements of the Academy Trust Handbook (ATH) are complied with. ★ All available resources are used to improve educational provision and student outcomes. ★ A minimum of one twelfth of reserves are maintained and reserves in excess are used to assist with this plan's strategic priorities. ★ Substantial assurance received from internal and external audit processes regarding the internal control environment. <p>DELIVERED BY Management accounts; three-year budget planning processes; internal assurance programme; external audit; going concern review; and ESFA 'musts' compliance update.</p> <p>REPORTED TO Chair of the Trust and the Finance and General Purposes Committee.</p>	<p>OBJECTIVES</p> <ul style="list-style-type: none"> ★ The quality of education in our schools, including in the sixth form, is judged by Ofsted or independent external review to be at least good and improving. ★ The broad, balanced and inclusive curriculum offer in each of the Trust's schools leads to student outcomes that are above national average progress measures. ★ Students develop strong personal skills through a wide-ranging curriculum and extra curricula offer. ★ School and Trust leaders are able to support the wider educational sector. <p>DELIVERED BY Implementing Academy Development Plans and the Trust Education Development Strategy.</p> <p>REPORTED TO Local Governing Bodies and the Trust Standards Committee.</p>	<p>OBJECTIVES</p> <ul style="list-style-type: none"> ★ Students feel safe, valued and supported in each of the Trust's schools. ★ The behaviour, attitudes and personal development of students are judged to be good or better in our schools. ★ Levels of attendance and persistent absence in Trust schools are at least in line with national averages. ★ Systems and processes for ensuring safeguarding are exemplary leading to a proactive safeguarding culture. <p>DELIVERED BY Implementing the Academy Development Plan, and the Education Development Strategy. Annual external safeguarding review. Safeguarding is a standard agenda item for all meetings.</p> <p>REPORTED TO LGBs and the Trust Standards Committee.</p>	<p>OBJECTIVES</p> <ul style="list-style-type: none"> ★ The learning infrastructure in our schools, including the application of new technologies, enhances the learning experience of all students and ensures the safety of all users. ★ Trust ICT systems are up to date, secure and well maintained, and deliver the required services across the Trust. ★ The learning environment is conducive to high standards of student learning. ★ All school resources are appropriately allocated to maximise student learning and develop their cultural capital. <p>DELIVERED BY Development of whole Trust asset management plans; updating and implementing an ICT strategy, annual health and safety review including business continuity plans, implementation and monitoring of health and safety policies and procedures.</p> <p>REPORTED TO COO reports, Director of Estates reports to the Finance and General Purposes Committee.</p>	<p>OBJECTIVES</p> <ul style="list-style-type: none"> ★ All staff feel valued and supported through the implementation of a wellbeing charter. ★ All members of staff to have access to high quality, bespoke professional development, including a wide-ranging trust CPD offer. ★ To develop leadership skills throughout the workforce. ★ To recruit and retain appropriately qualified and skilled staff and become an employer of choice. <p>DELIVERED BY Development and implementation of People and Wellbeing Strategy, development and implementation of a Wellbeing Charter.</p> <p>REPORTED TO Director of HR reports to Finance and General Purposes Committee.</p>



Kenton School

‘All Different, All Equal’

At Kenton School we prioritise great teaching for all students, so that knowledge is embedded, and disadvantage is not a barrier to learning. All students are supported to reach their true potential, so that they are well placed for life beyond school.

Kenton is a large secondary school with a thriving sixth form. The school has been on a journey of rapid improvement which was recognised by Ofsted in 2022, where leadership was graded good for the first time since its conversion in 2012.

Ofsted noted, “much has improved in Kenton School.”

Inspectors reported that “Shrewd investment by the Trust has increased leadership capacity. Leaders are ambitious for pupils. They want pupils to be aspirational and achieve well. The vision is beginning to be realised.”

Ofsted also noted that “Despite its large size, the school has a community feel. Staff are adept at meeting the needs of pupils with special educational needs and/or disabilities (SEND).”

An Ofsted monitoring visit in November 2023 confirmed once more that “Leaders are taking effective action.”



At Kenton School we prioritise great teaching for all students so that knowledge is embedded and disadvantage is not a barrier to learning. All students are supported to reach their true potential.

Sinead Green,
Principal, Kenton School



Studio West

‘Learning that connects’

At Studio West we put students at the centre of everything we do. We strive each day to provide a wealth of academic and extra-curricular opportunities, so our young people become successful students, who achieve well, and grow into socially responsible and caring citizens, who make a difference to this wonderful community.

As a studio school, our holistic curriculum, which includes links with local business partners, provides opportunities for students to develop and apply a range of skills, including teamwork, critical thinking and broader life skills. This curriculum

intent ensures students have the knowledge and skills to succeed in life.

In 2019 Ofsted judged Studio West to be good and under Northern Leaders Trust, the school has continued to improve even further. Students of all abilities can thrive in this exciting learning environment, which nurtures their aspiration and improves their life chances, with high expectations and a good quality of education.

Students move on from Studio West with an ability to help shape and contribute to their modern era as confident, able and well-rounded individuals.



In our strong community we are relentless in safeguarding students and maximising the potential of all children.

Craig Knowles,
Principal, Studio West



Positive impact

Our vision and values are delivered through our IMPACT school improvement model.

I INSPIRATIONAL LEADERSHIP

We are relentless in our quest to remove all barriers to students' learning. We ensure that the vision and values of our Trust are 'lived' by the school community.

M METICULOUS ABOUT OUTCOMES

We focus on improving a wide range of academic and social outcomes. We ensure no stone is left unturned in our quest for all students to progress from our Trust with the appropriate qualifications and interpersonal skills they need to have a successful future.

P POSITIVE ATTITUDES TO LEARNING

Our academies create a culture where success is celebrated, and students want to attend and give their best in every lesson. We also celebrate achievements outside of the core school day.

A ACCOUNTABILITY AND COMPLIANCE

We embrace our accountability. We acknowledge responsibility for the decisions we make and the actions we take.

C CURRICULUM AND TEACHING

All students, regardless of ability, have equal access

to a broad and balanced curriculum. Through the Trust model for GREAT teaching, all teachers work collaboratively to ensure every minute of every lesson is focused on students making exceptional progress.

T TOGETHER, WE'RE BETTER

All members of the Trust community understand that working together makes us stronger. Meaningful collaboration improves all aspects of our work and ultimately leads to a better quality of education for all students. All staff members freely share their time and knowledge to help one another.

OUR PRIORITIES

Northern Leaders Trust is a multi-academy trust with big ambitions, focused on every student achieving their academic potential in addition to shaping their confidence as future leaders.

To do this we need a strong network of teachers and support staff, who are leaders in their own right, with the support behind them to shape students' lives and help them overcome barriers, tackle challenges and compete on a world-class stage.

We are committed to enabling colleagues to undertake continuous



Our academies lead the way in national and local education for students from all backgrounds.

professional development, whilst also supporting those who wish to go into leadership. Our team's health and wellbeing is also paramount, and our promise is detailed in our Wellbeing Charter.

We are here to support our academies to succeed not only in their student outcomes but also in future inspections.



Northern Leaders Trust Community Champion Awards

The Northern Leaders Trust Community Champion Awards showcase excellent examples of community achievements by students across Newcastle upon Tyne.

As well as becoming a highlight of the school year in the North East, the awards also provide students with an opportunity to stand out and shine for their contribution to the community.

In 2023, nominees, parents, carers, and friends joined Lee Kirtley, CEO of Northern Leaders Trust, at Kenton School for the glittering awards ceremony which saw seven outstanding young people, all from Newcastle schools, picking up an award.

EXTRAORDINARY CONTRIBUTIONS

Thanking all the nominees and attendees at the event, Mr Kirtley said: "We wanted to launch these awards because young people make extraordinary contributions to their communities every day and they so often go unnoticed.

"We wanted to create the opportunity to acknowledge the kindness, care and support that they give to others.

"It is heartening to see so many young people who have shown exceptional dedication, compassion and resilience in making a positive difference in their communities."

We're empowering staff to take ownership of their own wellbeing and look out for the wellbeing of others.

Support for everyone

Our dedicated teams all share a passion for educating our children and young people and it is essential that our Trust enables this within a supportive and caring environment where we all feel valued, respected, and trusted.

We will empower staff to take ownership of their own wellbeing and look out for the wellbeing of others. This will include ensuring that all staff are familiar with the different dimensions of wellbeing, including mental health, financial wellbeing and physical wellbeing. We will ensure that staff know how to access appropriate guidance, support and tools, and that their use is encouraged throughout the organisation.

We will also work to provide managers with tools, resources and training to support their staff. Where

additional support for staff may be required, we will ensure that there are clear routes in place for managers and staff to escalate for further support.

Continuing to work with staff and pupils to maintain and implement a school-wide behaviour policy is another key wellbeing commitment. As a result, all staff and pupils will have a shared understanding of how good behaviour is encouraged and rewarded, and the sanctions that will be imposed if pupils misbehave.

All staff will be supported to create calm, safe and disciplined environments, which allow teachers to teach and pupils to learn. Our approach will go hand-in-hand with understanding and supporting pupil mental health issues.

NLT WELLBEING CHARTER OUR COMMITMENTS

- 1 Prioritise staff mental health
- 2 Give all staff the support they need
- 3 Wellbeing resources for all line managers
- 4 Establish a clear communications policy
- 5 Give staff a voice in decision making
- 6 Drive down unnecessary workload
- 7 Champion flexible working and diversity
- 8 Create a positive organisational culture
- 9 Support staff with career progression
- 10 Wellbeing and mental health for NLT leaders
- 11 Hold ourselves accountable

WELLBEING CHARTER COMMITMENT

1

Prioritise staff mental health

OUR AIM

We will:

- ★ tackle mental health stigma within the organisation, promoting an open and understanding culture.
- ★ give the same consideration and support to mental health as physical health, including in the management of staff absence.
- ★ fulfil our legal duty to control the risks associated with work-related stress in the education setting so far as is reasonably practicable.
- ★ channel support to individuals whose role is known to have a significant emotional component. This might take the form of peer support, supervision, and/or counselling.
- ★ ensure that staff understand the real benefits that sensitive pastoral support can have, while also recognising where their limits are as non-specialists. We will therefore ensure there are opportunities to increase joint working in support of pupils, as well as routes to refer for specialist support.

EXAMPLES OF PRACTICE/POLICY TO SUPPORT THIS COMMITMENT INCLUDE

- ★ Specialist support from Occupational Health.
- ★ Provision of an Employee Assistance Programme with early access to counselling.
- ★ Risk Assessments to support an individual within the workplace.
- ★ Opportunity for funded team building activities outside of the workplace.

WELLBEING CHARTER COMMITMENT

2

Give all staff the support they need

OUR AIM

We will empower staff to take ownership of their own wellbeing and look out for the wellbeing of others. This will include ensuring that all staff are familiar with the different dimensions of wellbeing, including mental health, financial wellbeing and physical wellbeing. We will ensure that staff know how to access appropriate guidance, support and tools, and that their use is encouraged throughout the organisation.

EXAMPLES OF PRACTICE/POLICY TO SUPPORT THIS COMMITMENT INCLUDE

- ★ Health surveillance.
- ★ Access to physiotherapy.
- ★ DSE assessments.
- ★ Access to occupational health support.
- ★ Specific training for role e.g. manual handling.
- ★ Access to support from Health Assured.
- ★ Mental health champions supported by mental health first aiders.
- ★ Access to free fitness facilities.

WELLBEING CHARTER COMMITMENT

3

Wellbeing resources for all line managers

OUR AIM

We will work to provide managers with tools, resources and training to support their staff. We will not, however, expect managers to provide professional wellbeing support for which they have no professional training, and will ensure that there are clear routes in place to escalate for further support.

EXAMPLES OF PRACTICE/POLICY TO SUPPORT THIS COMMITMENT INCLUDE

- ★ Work in partnership with individuals to complete Risk Assessments.
- ★ Advice and guidance from HR.
- ★ Medical advice from Occupational Health.
- ★ Access to the Employee Assistance Programme.
- ★ Access to training courses.
- ★ Increased departmental CPD time and link meetings.
- ★ Provision of PPE, outdoor coats and other clothing.

WELLBEING CHARTER COMMITMENT

4

Establish a clear communications policy

OUR AIM

We will provide clear guidance to all stakeholders (internal and external) on remote and out-of-school/college hours working, including when it is and isn't reasonable to expect staff to respond to queries. This should not necessarily include preventing staff from accessing email at 'unsociable' hours if it suits them personally.

EXAMPLES OF PRACTICE/POLICY TO SUPPORT THIS COMMITMENT INCLUDE

- ★ No emails to be sent between 6.30pm and 7am. Staff choosing to work outside of these times will schedule send emails. Exceptions to this will include matters involving safeguarding.
- ★ Weekly briefing and bulletins.
- ★ Central collation of workforce wellbeing issues coordinated through Workforce Wellbeing Champion (DEEPS role).

WELLBEING CHARTER COMMITMENT

5

Give staff a voice in decision making

OUR AIM

We will constantly strive to improve the ways in which the voice of staff is included in the decision-making process across the Trust. (This will also include engagement with key stakeholders, such as recognised trade unions and others). In particular, we will proactively seek to draw upon the experience of those with mental health issues and/or of discrimination, ensuring that they are able to share their experience confidently and safely.

EXAMPLES OF PRACTICE/POLICY TO SUPPORT THIS COMMITMENT INCLUDE

- ★ Termly staff survey.
- ★ Post NLT Conference staff survey.
- ★ Staff Governors on all Local Governing Bodies.
- ★ Opportunities for leaders to work collaboratively across the Trust to shape future practice.
- ★ Line management meetings.
- ★ Redesigned governance structures to ensure a 'golden thread' from classroom to boardroom and back again, ensuring all stakeholders are heard.
- ★ Regular feedback through 'you said, we did' style updates.
- ★ Staff voice boxes available within School to collect workforce improvement suggestions/concerns.
- ★ Workforce wellbeing surveys requesting opinions and suggestions/improvements.

WELLBEING CHARTER COMMITMENT

6

Drive down unnecessary workload

OUR AIM

We will work proactively to drive down unnecessary workload, making use of available tools (such as the Workload Reduction Toolkit for schools).

EXAMPLES OF PRACTICE/POLICY TO SUPPORT THIS COMMITMENT INCLUDE

- ★ Live marking and feedback, no requirement to mark books outside of lessons.
- ★ Shared planning requiring the teacher to amend for their pupils.
- ★ Behaviour system and processes to remove the 'burden' from teachers.
- ★ Completion of periodic reviews looking at tasks and systems to improve/simplify processes and reduce workload.

WELLBEING CHARTER COMMITMENT

7

Champion flexible working and diversity

OUR AIM

We will work to create a supportive culture around flexible working. We will agree an approach that not only recognises employees' legal right to request flexible working but acknowledges that for some staff working flexibly can be a key means of protecting and enhancing their personal wellbeing. We will work to promote diversity – eliminating discrimination, and advancing equality of opportunity.

EXAMPLES OF PRACTICE/POLICY TO SUPPORT THIS COMMITMENT INCLUDE

- ★ Leave of absence.
- ★ Maternity/paternity/adoption Policy.
- ★ Flexible work requests.
- ★ Phased returns following long term absence.

WELLBEING CHARTER COMMITMENT

8

Create a positive organisational culture

OUR AIM

We will work with staff and pupils to maintain and implement a school-wide behaviour policy. All staff and pupils will have a shared understanding of how good behaviour is encouraged and rewarded, and the sanctions that will be imposed if pupils misbehave. We will support staff to create calm, safe and disciplined environments, which allow teachers to teach and pupils to learn. Our approach will go hand-in-hand with understanding and supporting pupil mental health issues.

EXAMPLES OF PRACTICE/POLICY TO SUPPORT THIS COMMITMENT INCLUDE

- ★ Clear behaviour policy and sanctions using the Lost Learning Boards.
- ★ High staff presence to support.
- ★ Strong praise culture in schools using the Praise Boards.
- ★ Celebration events.
- ★ Additional support for students through Bridge, PLC, PDC, ASPIRE and AP.
- ★ Employee Code of Conduct sets out clear behaviour expectations.
- ★ Grievance Procedure provides individuals with the opportunity to raise a concern either informally or formally.
- ★ Dignity at Work Policy sets out that individuals will be treated equally, fairly and with respect.
- ★ Application of consistent behaviour policies for students.
- ★ Publication of regular Trust newsletters.
- ★ Acknowledgement of good individual or team performance or achievement.

WELLBEING CHARTER COMMITMENT

9

Support staff with career progression

OUR AIM

We will ensure that staff are able to pursue professional development without adversely impacting their own or other people's workload. In schools, we will ensure that any professional development activity is aligned to the Standard for Teachers' Professional Development.

EXAMPLES OF PRACTICE/POLICY TO SUPPORT THIS COMMITMENT INCLUDE

- ★ Performance Management policy for all staff to include a CPD objective.
- ★ Opportunities to apply for a leadership role through the DEEPS model (open to teaching and non-teaching staff).
- ★ Opportunities to work across multiple schools in the Trust.
- ★ Bespoke CPD for staff.
- ★ Trust wide CPD offer underpinned by the Principles of NLT resources.
- ★ Access to Apprenticeship Levy funded courses.
- ★ 'Buddy' scheme for all new employees.
- ★ CPD opportunity/qualifications specific for employees working within pastoral roles.
- ★ Trust wide programme.
- ★ Sharing of all PLP resources.
- ★ Opportunity to shadow colleagues in alternative roles.

WELLBEING CHARTER COMMITMENT

10

Wellbeing and mental health for NLT leaders

OUR AIM

We will ensure that all those with strategic decision-making responsibility should collaborate to develop a sub-strategy specifically for protecting leader mental health. This should include access to confidential counselling and/or coaching where needed.

EXAMPLES OF PRACTICE/POLICY TO SUPPORT THIS COMMITMENT INCLUDE

- ★ Provision of an Employee Assistance Programme with early access to counselling.

WELLBEING CHARTER COMMITMENT

11


Hold ourselves accountable

OUR AIM

We will measure the wellbeing of staff using recognised tools and metrics and be transparent about results. We will monitor trends over time, and act in response to changes. Further, we will work with staff and relevant stakeholders (this might include parents, recognised trade unions and others) to agree an approach to organisational accountability on our commitments, giving due consideration to workload.

EXAMPLES OF PRACTICE/POLICY TO SUPPORT THIS COMMITMENT INCLUDE

- ★ Monitor grievances and act immediately on any concerns or trends.
- ★ Understand staff absences and any monitor against regional and national performance whilst identifying any trends.
- ★ Staff surveys.
- ★ Termly Joint Consultative Committee meetings.
- ★ People Strategy.



You're braver than you believe, stronger than you seem, and smarter than you think.

Christopher Robin
from *Winnie the Pooh*

Next steps

We are excited about the future for Northern Leaders Trust and the potential for growth. We have a strong leadership and central services team, and are indebted to our Trust Board, which provides strategic direction and holds us to account. We are proud of our schools and are committed to providing an excellent education for the children in our communities.

JOIN US

By joining Northern Leaders Trust, we can work together to shape a brighter future for your school and the young people and their families in your local community. If your vision and values are in line with ours and you would like to find out more, we'd love to hear from you.

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You can also find out more by exploring our website at: northernleadertrust.org