



Flying High A-Z 2018-19

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Welcome from the Trust CEO, Chris Wheatley:

Welcome to the Flying High Trust A-Z for all staff; the purpose of the document is to support new and existing schools in understanding how the partnership works – how do all of our schools work together to provide the best experiences and opportunities for our children, how are staff supported, what are the key networks, groups and events we all contribute to and what are the values, practices and approaches common to us all. Within each section there is a lead person you can contact to find out more. The guide will also help Headteachers identify who the best people are within each school to join particular groups. The document will evolve over time as we continue to improve and it is hoped this A-Z will enable all to appreciate our collective progress.

Vision, values and ethos:

Our Trust is grounded in a strong moral purpose to put our children first, at the heart of every decision, and to provide them with outstanding opportunities and experiences as we strive to become the best schools in the Universe!

In achieving this, every member of staff has a vital contribution to make and your ongoing passion and commitment to providing the best for our children does not go unrecognised. I would like to personally thank each and every one of you for the work you do each and every day. The groups, networks and events we host are a success because of the drive within staff in each of our partnership schools.

2017-18 is a massively important year for the Trust and all our partner schools as we look to deliver on the promises we make to support our schools in being the best they can be – this is a collective responsibility and I know we have the right people on board to deliver! The success achieved in 2016-17 showcases the strength we have ranging from fantastic Ofsted outcomes, individual success, children brimming with confidence, Trust events, and those local successes occurring each and every day we sometimes do not get time to celebrate. I encourage you all to reflect on your achievements, the challenges you have overcome, the strengths of your school and the wider partnership and how we can work together to continuously improve – we owe it to our children, families and communities to be relentless in our strive for excellence!

We have several drivers across the Trust and we believe one-hundred percent that they underpin everything we aim for:

- *Look back with pride and forward with confidence.*
- *Why wait for the world to change, we can change it ourselves.*
- *Together we can achieve excellence.*

We all take a collective responsibility to ensure our schools are as effective as possible and recognise that we are only as strong as our weakest member.

For schools new to the Trust we offer a range of activities and meetings to support you during the early stages of joining the Trust. This activity includes:

- Meetings with staff during the conversion process (referred to as “TUPE meetings”) to provide staff with the opportunity to meet members of the Trust central team and most importantly, a chance to ask questions to understand what the partnership means for you and the wider school. The second meeting is supported by union representatives and your Local Authority as your current employer.

- Pre-conversion meetings for parents and members of your community also take place prior to joining the Trust.
- A whole school welcome assembly led by the Trust CEO.
- A staff briefing to run through networks and meetings and to share the opportunities for staff within the Trust.

The Flying High Trust was established in June 2012 with an outstanding Nottinghamshire school as the founder member. Since then we have grown to seventeen schools with further schools looking to join in the coming years.

The ethos behind the Trust is one of sustainable school improvement; schools joining the Trust do so with the prime aim of improving themselves and each other so that they can all become outstanding schools driven by a self-improving system. This is achieved through the development and embedding of the professional continuum; attracting high calibre trainees to our School Centred Initial Teacher Training programme, nurturing talent, providing high quality bespoke CPD to shape careers and ensuring we grow our own inspirational school leaders.

Together we can achieve excellence. This ethos is guided by our core principles:

- Children first - at the heart of every decision is 'will this benefit our children'?
- Aspiration for all - children, staff, families and local communities to aim high and dream big. ***Look back with pride and forward with confidence.***
- Ensuring our schools are at the heart of their communities, leading social change.
- Supporting meaningful partnerships - schools that support and challenge each other to become the best schools in the universe through mutual accountability.
- A commitment to continuous improvement - to strive to provide the best opportunities for our children so that they can look back with pride and forward with confidence.
- Primary led - this is our area of passion and expertise and we focus on developing the whole child and each child as an individual.

We aim for our schools to be the best schools in the universe!

By the end of their primary education we aim for all of our children to be ready for secondary school and be inspired to be the best they can be through our seven values:

- Aspiration
- Confidence
- Creativity
- Enjoyment
- Perseverance
- Pride
- Responsibility

The values are fundamental to everything the Trust represents; they run through all elements of school improvement and are understood and owned by all members of the school community. Schools with their own clear USP linked to their values blend together the Trust values with those held so dear within each individual school.

As a Trust Partnership our expectation is that all schools:

- Demonstrate a restlessness to continually improve, to never stand still, with the ultimate aim of providing the best opportunities and experiences for our children.
- Strive to ensure every child fulfils their potential regardless of potential barriers to learning.
- Commit to become an outstanding, self-improving school and to support the profession and development of all schools within the partnership.
- Commit to a school-led system.
- Commit to the values, principles, policies and procedures of the Trust.
- To ultimately strive to be the best school in the Universe.

In our schools you will see we work together to:

- Ensure schools feel connected to the Trust whilst maintaining their unique qualities, character and relationship with their community.
- Ensure high quality teaching and learning.
- Engage with our communities to raise aspiration for all.
- Develop the whole child and create inquisitive learners.
- Enable all children to be confident, building on strengths and improving in areas of need.
- Enable children to understand the part they play in the world in the future - as a positive citizen and a driver of business and enterprise.
- Support the development of all staff to be the best they can be and to realise their career potential.

Leadership Behaviours: As a Trust we will be launching our leadership behaviours through performance management for all staff as we look to ensure that we all constantly model the behaviours we wish to see promoted across the Trust. These behaviours have been shaped by Trust leaders, Trust school based staff and the central team working with external support.

***For further details regarding vision, values and ethos please contact: Chris Wheatley
ceo@flyinghightrust.co.uk***

Our schools

The Trust was founded in 2012 and as of 1 September 2017 will comprise of seventeen schools:

Beeston Fields Primary & Nursery School	http://www.beestonfields.notts.sch.uk/
Bilthorpe Flying High Academy	http://www.bilthorpeflyinghighacademy.co.uk/
Cotgrave Candleby Lane School	http://www.candlebylane.co.uk/
Edwalton Primary School	http://edwalton.4dsite.com/
Ernehale Junior School	http://www.ernehale-jun.notts.sch.uk/
Flying High Academy Ladybrook	http://www.flyinghighacademy.co.uk/
Greenwood Primary & Nursery School	http://www.greenwoodprimary.org.uk
Greythorn Primary School	http://www.greythornschool.co.uk/
Haddon Primary & Nursery School	http://www.haddonprimary.co.uk/
Hillside Primary & Nursery School	http://www.hillsideprimary.com/
Horsendale Primary School	http://www.horsendale.co.uk/
Killisick Junior School	http://www.killisick.notts.sch.uk
Leamington Primary Academy	http://www.leamingtonpa.org.uk/
Mapplewells Primary & Nursery School	http://www.mapplewellsprimary.co.uk/
Peafield Lane Academy	http://www.peafieldlaneacademy.co.uk/
Porchester Junior School	http://www.porchester.notts.sch.uk/
Stanstead Nursery & Primary School	http://www.stansteadprimary.co.uk

Meet the Flying High Trust team:

- **Central Team:** <http://www.flyinghightrust.co.uk/the-team/central-team>
- **Headteachers:** <http://www.flyinghightrust.co.uk/the-team/headteachers>
- **Trustees:** <http://www.flyinghightrust.co.uk/the-team/members/fhtdirectors>
The Trustees are responsible for the strategic development of the Trust, managing growth and holding the central Trust team to account for impact in our schools.
- **Members:** <http://www.flyinghightrust.co.uk/the-team/members>
Trust Members are the custodians of the Trust vision and ethos. Members are also responsible for reviewing, challenging and signing-off the annual accounts.

Admissions and Appeals:

Trust schools continue to use the Local Authority as their admissions authority for admissions and in-year admissions. Schools must continue to submit their admission arrangements to their Local Authority on an annual basis.

Consultation on changes to the admissions criteria: Schools may wish to amend the order of their admissions criteria or add additional criteria (e.g. places for nursery children). If this is the case schools must inform the Trust before moving to consultation regarding the intended updates. The Trust need to agree the changes and can support the consultation. As part of the consultation schools must publish on their website the current admissions criteria and the proposed updated version, along with a note explaining what the changes are and why they are proposed. Schools should signpost existing parents to the website as well as informing parents with children due to start the school in the coming academic year. Schools should also inform their feeder settings/schools of the proposed changes. On the website it should be clear as to how parents/families can send feedback as part of the consultation, along with clear dates as to when the consultation opens and closes.

Following consultation the Local Governing Body should review the consultation feedback before signing off the new admissions criteria. Once signed off the updated admissions arrangements should be submitted to the Local Authority and published on the school website. NB – schools must consult with their LA as to when the changes can legally come into effect.

Change of catchment: Schools may wish to consider reviewing their catchment area. If this is the case the school should discuss this with the Trust prior to taking any action. With the agreement of the Trust the school can then enter into consultation on the proposed change of catchment area. The proposal should be published on the school website and copies sent to the relevant Local Authorities (even as a County school, you may border a City area, or propose broadening catchment into another LA – both must be consulted). Schools should also notify their feeder settings/schools and their secondary school(s). Following consultation the governing body must review feedback prior to signing off. The new catchment area should then be published in the school admissions policy and displayed on the school website. NB – Local Authorities are likely to challenge any proposed change in catchment and therefore schools should consider the benefits, any precedents, why the proposal broadens parental choice and a clear justification of the intended change. Should the LA object, the case may be passed to an independent adjudicating board and the outcome of their review is final.

Appeals: Appeals for Trust schools are handled by an independent appeals clerk, Sarah J Whitaker. Sarah coordinates all appeal panels and communication between the family registering the appeal, school and Trust. The outcome of the panel is final. Trust schools must publish the Trust appeal form on the school website along with an appeals timetable (provided by Sarah J Whitaker). The appeal form is available from Nick Layfield if you do not have a copy. All appeal forms should be sent to Nick Layfield. Nick will then forward it to Sarah and the relevant school. Schools will be required to complete their justification for refusal of a place (or if a space has become available can choose to offer a place without the need for the appeal to proceed).

For further information regarding admissions and appeals please contact: Nick Layfield nlayfield@flyinghightrust.co.uk

Apprenticeship Levy:

Utilising the Levy: Flying High Trust Partnership (FHTP – the central Trust team and Trust Headteachers) have selected Train Together as their preferred provider for Apprenticeship delivery starting September 2017. Train Together will be supporting FHTP to utilise the Employer Apprenticeship Levy that the Trust will be generating from 1st May 2017 and bring a wealth of knowledge and experience that will ensure all our schools will benefit in terms of recruitment of apprentices and current staff CPD.

We believe that Apprenticeships offer the Trust a fantastic opportunity. With our budget, FHTP schools will have the opportunity to:

- Recruit young people into new roles
 - Developing our local communities
 - Having a positive impact on the next generation of staff
 - Giving opportunity for current staff to mentor and coach
 - Planning for each school's future
 - Creating new pathways to generate opportunity to each school
- CPD for all staff
 - More than just a method of recruitment
 - Range in level from Level 2 (GCSE equivalent) through to Degree Level
 - Suitable for a wide range of roles
 - Develop staff skills, knowledge and professional behaviours
 - Standardise performance across the Trust
 - Development and progression opportunities

There are a range of programmes available for your school. They include:

- Early Years Nursery Nurse
- Early Years Managers
- Community Support Liaison
- Cover Assistants
- Teaching Assistants
- After School Club Assistants
- Sports Coach and PE Assistants
- Staff Mentors
- Staff Supervisors
- Departmental and Operations Managers
- Administrative Staff
- Receptionists
- Business and Office Managers
- Premises Officers

In addition to the above, a new Apprenticeship Standard for those wishing to become Teachers is currently being developed at a national level. This will give FHTP an opportunity to offer staff, such as HLTAs, the opportunity to train with us to become Teachers. As you can see, Apprenticeships really do offer our Trust an opportunity to support our staff and newly recruited staff a standardised approach to training and development.

Please double-click the document below to find out more regarding apprenticeships through our partner Train Together.



*For further details regarding the apprenticeship levy please contact Paul Goodman:
pgoodman@flyinghightrust.co.uk*

Business and Finance:

Financial procedures

The financial operating standards and procedures for all Trust schools are outlined in the Trust Financial Procedures Policy, which is reviewed and updated annually in line with the ESFA Academies Financial Handbook. All schools are required to operate within the parameters of the Trust Financial Procedures Policy to ensure compliance with ESFA requirements. **Click below to access:**



FHT Financial
Procedures Policy - F

PS Financials is operated as a common financial system across all Trust schools and all schools are expected to use the standard nominal listing to ensure that income and expenditure are accurately recorded. **Click below to access:**



PSF FHT Nominal
and Account Listing

Key financial performance indicators

The Trust operates two key financial performance indicators:

- Reserves maintained at 5% of total funding available
- Staffing expenditure maintained at 75% of total funding available

All schools are expected to be either working towards and / or maintaining these KPIs over a rolling 3 year period.

Strategic financial support

As part of the school core offer from the Trust there will be several meetings throughout the year focusing on strategic financial management and planning. The process engages Business/Office Manager, Headteacher and Trust Business and Finance support. Pre visit agendas are sent out approximately 2 weeks before the scheduled visit outlining the information required to complete the visit.

The timings and purpose of each meeting are outlined below:

Annual and multi- year Budget setting - April / May

- Forecast of projected reserves,
- Review of new year funding allocation
- Setting of new year budget and staffing structure
- Projection of future years pupil numbers and funding levels
- Outline 3-5 year budget plan
- Review of performance against Trust finance KPI's (5% reserves, 75% staffing spend)

The Local Governing Body is required to approve the school budget by 30 June each year for recommendation to the Board of Trustees. The Board will formally ratify the school budget and also identify any actions that are required in relation to strategic budget management. Individual school budgets are then collated into a combined submission by the Trust which is sent to the ESFA by the end of July each year.

Budget review (Autumn term) - November / December

- Review progress on budget actions identified by Board of Trustees
- Updated forecast of projected reserves
- Review existing staffing structure and planning support in relation to recruitment needs for next academic year
- Update projection of future years pupil numbers and funding levels based on census data
- Update 3-5 year budget plan
- Review of performance against Trust finance KPI's (5% reserves, 75% staffing spend).

Budget review (Spring term) - February / March

- Review progress on budget actions identified by Board of Trustees
- Updated forecast of projected reserves
- Review existing staffing structure and planning support in relation to recruitment needs for next academic year
- Update projection of future years pupil numbers and funding levels based on census data
- Update 3-5 year budget plan
- Draft the new year budget (based on census data for funding, projected staffing structure and non-pay expenditure)
- Review of performance against Trust finance KPI's (5% reserves, 75% staffing spend).

In addition to the strategic financial support visits provided by the core offer, schools must provide regular budget monitoring reports to the Trust throughout the financial year in line with the requirements set out in the Trust Financial Procedures Policy.

Internal audit:

Internal audit is currently outsourced to SAAF Education and is provided as part of the core offer. This involves an agreed number of visits to each school to review the financial control procedures in place at the school and assess compliance with these. The number of visits and audit programme are reviewed on a regular basis and are determined by the level of risk at each school.

The first visit will take place after the end of the first term following conversion. Following the visit, you will be issued with a report, identifying any actions points / recommendations, which will require a response and appropriate remedial action and/or follow up. Internal audit reports should be shared with both the Head teacher and Finance committee (or equivalent) of your LGB.

External audit and annual accounts:

The Trust is required to produce a set of annual accounts to consolidate both the central Trust and individual school expenditure. As part of this, we are also required to undergo external audit - the process is managed centrally and the external audit is carried out on site at the FHT offices. To support this process however, there will be an information request which details the documents that schools will need to provide as part of the audit.

Procurement strategy:

The Trust will work with SBMs to identify areas of priority within procurement. The process will be coordinated by Elaine Armstrong and SBMs/Office Managers will be expected to lead in particular areas or on particular contracts/services. Collective procurement and preferred suppliers represent huge potential in savings for schools via economies of scale – it is vital that SBMs engage in developing the strategy.

For more information regarding business and finance please contact:

Elaine Armstrong earmstrong@flyinghightrust.co.uk

Zoe Maxey zmaxey@flyinghightrust.co.uk

Candleby Lane Teaching School and the Flying High Trust

Candleby Lane Teaching School is key to providing the resources for school improvement in all trust schools. All activity within the teaching school is determined by the ethos and priorities identified in trust schools. Resources for improvement are delivered through the following:

Initial Teaching Training:

Our model of teacher training follows a school direct teacher training route with Inspiring Leaders teacher training. This school based route, ensures that we recruit and develop aspiring teachers in line with the ethos and expectations of our trust. This programme acts as a 'grow your own' model to support recruitment across the trust. It is therefore an essential part of the Flying High Trust, and our ability to develop strong, motivated teachers in all schools.

*Further information can be found at www.inspiringleadersscitt.com or by contacting:
Russyn Cast rcast@flyinghightrust.co.uk*

Business and Operations CPD:

Launching in 2018-19 the Trust offers a range of additional CPD to support the development of business and operations functions across your school. Courses include:

- Assistant Accountancy Apprenticeship
- Admissions and Appeals Training
- Bid writing
- Budget monitoring workshops
- First Aid at Work
- Front of House and de-escalation training
- HR for Managers – workshops and surgeries
- IOSH for Managers
- Paediatric First Aid

For further details in relation to Business and Operations CPD please contact Jenni Dunne jdunne@flyinghightrust.co.uk 0115 989 1915 or visit the Trust website

Continuous Professional Development:

TSA members offer: This includes our joint practice development groups (networks), termly teach meets and NQT and NQT + 1 programmes. These provide a wide range of collaborative learning opportunities for staff across the trust. Through the strategic head teachers group, we have jointly agreed an expectation that all schools within the trust will engage with the English, Maths and EYFS networks and the NQT and NQT + 1 programmes, as a minimum.

*Further information can be found at www.cltsa.org.uk or by contacting:
Julie Thain jthain@flyinghightrust.co.uk Sarah Flight sflight@flyinghightrust.co.uk*

NETs, Teaching sold service of CPD:

This provide a high quality programme of accredited and professionally led CPD, responding to the priorities of the trust. This programme includes our annual English and Maths conference.

Further information can be found at www.cltsa.org.uk

Inspiring Leaders – leadership development:

Inspiring Leaders is a partnership of teaching schools across the East Midlands, led by Candleby Lane Teaching School Alliance. Through this partnership, we deliver the National Professional Qualifications in Middle Leadership, Senior Leadership and Headship along with our MAT leaders network, DSBM and annual residential leadership conference. Inspiring leaders is key to leadership development within the Flying High Trust and it is an expectation that aspirant middle leaders, senior leaders and Head teacher access our NPQ qualifications.

Starting in January 2018, the DfE have committed to supporting all schools in category 5 and 6 areas, and all opportunity areas through full scholarships to all of the NPQs. In order to continue to provide equitable opportunities to all our staff the partnership have made a collective decision to distribute this funding across all schools. This decision means that all schools will pay a significantly lower fee, regardless of whether they are within an eligible area or not. To ensure all schools take advantage of this opportunity, when booking places on any NPQ programme please detail Jenni Dunne and the Flying High Trust as the contact for invoicing.

***Further information can be found at www.inspiringleaderstoday.com or contact:
Susanna Russell srussell@flyinghightrust.co.uk***

Flying High Trust - CPD Framework

This document aims to support appraisers to consider appropriate CPD opportunities to develop teaching staff from across the Flying High Trust. The document consistent of 10 categories of development. You may find that there is natural flow to the categories and CPD opportunities outlined below, however, we appreciate that everyone's journey is personal and may move in a different order – this document is intended to be flexible to meet those needs.

New Teacher

Teachers in first two years of career

Year 1

NQT Programme
7 half days

Year 2

NQT+1 Programme
6 half days

Developing Practice

Those aiming to deliver consistently good and outstanding teaching and learning career

Developing Teaching and Learning Programme

A four day programme for teachers wanting to develop their own practice, gaining further understanding of the fundamentals of effective teaching and learning.

Teaching and Learning Open Events

Teaching and Learning areas for development identified via observations to be explored via themes of open events within Trust schools.

Sharing Practice

Those with whole school responsibility, aiming to share and develop practice with others.

Joint Practice Development

3 Sessions per year – Practitioners should be challenged to attend and contribute to networks



JPD Networks Available

- Excellent in Teaching
- English
- Maths
- Science
- EYFS Hub
- Pupil Premium
- Yr6
- MfL
- Computing
- SMSC

Teach Meets

Taking place termly, staff should be encouraged to lead sessions as part of Teach Meets

Teaching and Learning Open Events

Hosting and attending open events.

Aspiring to Lead

Fast Track to leadership programme

Providing an introduction to leadership to talented individuals identified across the trust. The programme includes a leadership diagnostic, engagement in a series of leadership workshops and placement/shadowing opportunity focused on addressing areas for development and exploring potential next stage career opportunities.

Aspiring to new Middle Leadership

National Professional Qualification for Middle Leadership

Leading Practice

Outstanding practitioners ready to share and develop practice across your school and across the system.

Advancing Teaching and Learning Programme

Over six face-to-face days' participants will deepen their understanding of outstanding teaching and learning, exploring lesson design, pedagogy, developing colleagues & maximising whole school impact.

Inspiring Leaders Teacher Training Learning Coach

Opportunity to access training and have the responsibility to support a trainee teacher

Designation as a Specialist Leader of Education

Aimed at outstanding middle and senior leaders, with expertise to support and develop individuals and teams beyond your school. SLE Designation is a commitment to complete 15 deployment days per year and one full day of training annually.

Aspiring to new Senior Leadership

National Professional Qualification for Senior Leadership

Aspiring to Headship

National Professional Qualification for Headship

New to Headship

New Headteacher Induction

Personalised support via an experienced Headteacher

New Visions Programme

A series of 4 half days for Headteachers new to the Flying High Trust.

Leading the system

Designation as a
Local Leader of Education

National Professional Qualification
for Executive Leaders

Designation as a
National Leader of Education

Assessment system – ScholarPack

As a Trust all schools have migrated to, or are in the progress of migrating to, ScholarPack for assessment and reporting data. The Trust has then agreed with all Headteachers key data collection points which all schools should work to – ensuring all pupil data has been updated prior to each termly data checkpoint. On this date the Trust will access school data via the Trust ScholarPack data dashboard for analysis, monitoring of progress and identification of any areas for further discussion as part of the QA process.

***For full details please refer to ScholarPack please contact:
Nick Layfield nlayfield@flyinghightrust.co.uk***

Emergency Reporting:

All schools should have in place their own Emergency Plan. Please refer to the FHT Emergency Plan Policy and Audit tool for guidance.

All schools should ensure they have completed the Trust Emergency Contact details for their schools and returned to Nick Layfield (this is an appendix within the full Emergency Plan).

Trust schools should then complete the audit and any resulting actions on an annual basis.

In the event of an emergency the school should notify the relevant external agencies as appropriate and also report this to the central team (0115 989 1915 or relevant mobile number). The Trust will then attend, advise and support as appropriate including response on site or coordination of support as required. This support will include directing Lou Brimble (Trust PR) should a media response or school communication be required.



FHT Emergency Plan
March 2017- APPRO'

For full details please refer to the Emergency Plan embedded above (double-click to open) and/or contact: Nick Layfield nlayfield@flyinghightrust.co.uk

Farewell Meetings:

As a Trust we value all staff within our schools and the central team. When a member of staff leaves one of our schools it is important for us to understand what has worked well for you during your time with the Trust and ways in which you feel things could be improved. All staff will therefore be offered a farewell meeting (you may have heard these referred to as exit interviews) with a member of the Trust

central team. The meeting will focus on what has worked well and any ways the Trust and our schools can continue to improve to meet the needs of our staff, to inform future recruitment and school practice and to support staff retention. The meetings are confidential and feedback to the Trust/schools will be presented in an anonymous format focussing on Trust wide practice and feedback pertinent to individual schools. There is a standard form which covers key areas but the most important element is the conversation that takes place between the member of staff departing and the meeting facilitator. An individual response will be recorded but feedback will take the form of a summary report at the end of each academic year collating feedback from all meetings, shared with Headteachers and the Board of Trustees.

This information is then used to identify actions but also to ensure that good practice is not lost. As staff reflect on their time with the Trust this feedback is essential for our continued development. The practice of offering meetings has run now for two years and actions and changes have been made as a direct result of feedback received.

When a member of school staff hands in their notice the Headteacher should inform the Trust (via Jenni or Nick) and also make the member of staff aware that they will be contacted by the Trust to arrange a farewell meeting.

***For further information regarding farewell meetings please contact:
Jenni Dunne jdunne@flyinghightrust.co.uk***

Estates strategy:

The Trust will support schools in the maintenance and development of school sites working with the Site Manager, Business/Office Manager and Headteacher.

School Conditions Allocation (SCA): The Trust receives an annual School Conditions Allocation. This funding is based on pupil numbers, however over time will be informed by EFA initiated school condition reviews. The SCA is to be used to address school maintenance and development priorities. The annual allocation is designated to particular projects, addressing highest priority works first (those which present a Safeguarding, health and safety risk or failure to address could result in temporary site closure). The priority of works is determined by a school condition survey which is updated every three years and then informs the overall Trust priorities.

Devolved Formula Capital (DFC): In addition to the SCA received at a Trust level, each individual school will also receive DFC for estates projects managed by the school. The purpose of this funding is to maintain and improve the condition of your school buildings, so that all children can learn in a safe and effective environment. It is the Trust expectation that this funds a rolling programme of maintenance and also that a proportion of this funding, on an annual basis, is saved to contribute to or cover the cost of more significant works.

Condition and prioritisation of works: Each school will have a condition survey carried out by an external provider every three years. Minor works will need to be addressed via the school DFC and wider budget. More significant works will draw on savings the school has allocated for such works and may also qualify for SCA funding during the current or subsequent years (dependent on level of priority). In addition, the Trust will meet with Headteachers, Business/Office Managers and Site Managers regularly to include local knowledge and emerging priorities emerging since the last condition survey. Any emerging or urgent issues should be reported to Nick Layfield immediately nlayfield@flyinghightrust.co.uk. The outcome of surveys and emerging issues will be captured within a 5 year planned works programme. It will be the responsibility of the school to obtain quotes and identify a preferred supplier working with Nick. The impact of estates maintenance and development and identification of future need will form a focus of the annual partnership review.

The Trust is responsible for:

- Ensuring all schools are compliant, warm, safe and dry environments which offer suitable learning spaces for our children.
- Underpinning the strategic aim with a robust strategy and practical delivery plan for estates maintenance and development.
- Ensuring effective and prioritised allocation of funding based on need.
- Provision of Project Management support for site works.
- Supporting schools in accessing additional maintenance and development funding beyond the DCF and SCA.

Trust schools are responsible for:

- Maintaining the best condition of the school building(s) and overall site.
- Establishment and delivery of a rolling maintenance and redecoration programme, linked to the school budget.
- Making financial provision for longer term estates priorities as identified within the school condition survey (including DCF and school budget planning).
- Working with the Trust in the effective delivery of the Estates Strategy.

For further information regarding estates please double-click the link above to access the strategy and/or contact: Nick Layfield nlayfield@flyinghightrust.co.uk

Freedom of Information (FOI) Requests:

From time to time schools may receive a Freedom of Information request or Subject Access request; prior to responding please forward the email to Nick Layfield for advice and guidance. Requests may be specific to individual schools or apply to all schools. Nick will take advice from Browne Jacobson and advise schools accordingly.

It is imperative that:

- Where a request is valid, it is responded to within 20 working days (FOI) and 40 calendar days (Subject Access).
- Any confidential information should be redacted within documents to be shared (e.g. children's names, contact details, confidential meeting items – full guidance from Nick).
- You do not have to create documents which do not exist.
- You do not have to provide information which is already published or has been shared with the requestor previously.
- Any requests which are persistent or vexatious can be denied on these grounds.
- If in doubt, take advice!

For further information regarding FOI requests and Subject Access requests please contact: Nick Layfield nlayfield@flyinghightrust.co.uk

Governance:

The Trust in 2017-18 will launch a new approach to the support and challenge of local governing bodies to ensure they continue to focus on improving their impact and effectiveness:

- Paul Bennett will oversee a process to support the ongoing development and effectiveness of Local Governing Bodies across the Trust including:
- Each Local Governing Body (LGB) to complete an annual self-evaluation to be submitted to the Trust. This self-evaluation will then be used to identify common training requirements and bespoke support required for individual LGBs. The self-evaluation will also be used as a focus during the annual Partnership Review.
- Partnership Review: As part of each review meetings will be scheduled early evening with the expectation that all governors, where possible, attend. The meetings will focus on determining strengths, actions taken and their impact, and next steps in the development of the LGB. Actions identified via this process will then be included in the Individuals School Action Plan (ISAP) and agreed with the Headteacher and Chair of Governors.

Governance structure:

Local hub boards:

As the number of schools in the Trust increases, the local hubs will play a vital role in ensuring that the performance of each school is well scrutinised and that appropriate resources are deployed to support school improvement priorities. The local hub boards enable local governing bodies to influence the development of policy and practice across an expanding trust. There are currently three hubs aligned to the associated Director of School Improvement and Quality Assurance (maximum of 10 schools dependent on support need). The hubs RE constituted on the basis of creating a balance in terms of school performance (a ratio of 2:1 good or better schools to those requiring improvement or inadequate) and recognising existing working relationships and partnerships. They are not 'geographic' hubs.

Composition: The local hub board comprises a representative (normally the chair or vice-chair) of each of the schools in the hub regardless of Ofsted or Trust grading so long as the local governing body has the capacity to provide representation for the regional hub. The local hub boards are chaired by a trustee, appointed by the Board of Trustees. The local hub boards will be supported by the hub's Director of Quality Assurance and School Improvement, the hub's business manager, and the FHT Operations Manager and a National Leader of Governance (when appropriate).

Function of the local hub boards: The local hub boards focus on school improvement and the performance of the schools in the hub. These boards meet termly. The roles of each local hub board is to:

- scrutinise the performance of each school within the hub, based on their performance dashboards and focusing particularly on the areas judged to be 'red' and 'amber'
- ensure that FHT resources and support are being deployed effectively, and are having a positive impact across hub schools, based on the priorities identified within individual school action plans
- moderate and ensure consistency in policy implementation across the hub
- identify and share effective practice within and between schools
- maintain effective two-way communications between the Board, the local hub and local governing bodies.

Local Hub Boards, via the Chairs of each Board then feed into the Board of Trustees (and vice versa). Therefore the structure is two-way flows of communication and decision making between the Board of Trustees, Local Hub Boards and Local Governing Bodies.

Local Hub Board 1: Chair Paul Bennett and Lead Director of Quality Assurance Graeme Robins

Schools: Alderman Pounder (1 March), Edwalton, Greenwood, Haddon, Hillside, Horsendale, Porchester and Stanstead

Local Hub Board 2: Chair Neil Robinson and Lead Directors of Quality Assurance Claire Varley and Pete Wilkes

Schools:

Pete: Bilsthorpe, Candleby, Ernehale, Greythorn and Killisick

Claire: Beeston, FHA Ladybrook, John King, Kirkstead, Leamington, Longwood, Mapplewells and Peafield

Each school retains its own local governing body, or could join together with another school(s) to share a local governing body.

Composition of local governing bodies (LGB): As per current Schemes of Delegation which allow significant flexibility to meet local context and needs. LGBs should focus on creating governing bodies comprising people with the right skills and commitment to ensure effective governance.

Function of local governing bodies: The Trust delegates powers to local governing bodies through their Schemes of Delegation. LGBs will continue to function as now but will account to the local hub boards for the performance of their schools. They are expected to undertake an annual self-evaluation of the effectiveness of their governance and identify priorities for improving governance. While the functions of LGBs are largely the same (as identified in their Schemes of Delegation), they will receive different levels of support and intervention based on their performance and that of the school.

- ensuring that the school promotes the vision and values of the Trust
- the safety and well-being of staff and pupils
- the attainment and progress of pupils
- the quality of teaching and learning
- the range and quality of the curriculum
- the appointment, development and performance management of staff
- the effective deployment of funds and resources
- ensuring that the school meets the standards of financial management and controls set out in the FHT Finance Policy
- the maintenance of the site and buildings
- engaging effectively with parents and the local community
- ensuring the school engages with Trust activity

For further information please access the full Scheme of Delegation available on all Trust school websites and via: <http://www.flyinghightrust.co.uk/trust-documents> - Scheme of Delegation option.
Link to decision planner: ?????>>>>>>

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graph TD; Members[Members] --> Board[Board of Directors / Trustees  
As defined by DfE]; Board --> LH1[Local Hub Board  
Represents 10 schools]; Board --> LH2[Local Hub Board  
Represents 10 schools]; LH1 --> LGB1[LGB]; LH1 --> LGB2[LGB]; LH2 --> LGB3[LGB]; LH2 --> LGB4[LGB];
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The diagram illustrates the governance structure of a Trust, organized into three main levels:

- Top Level (Green Boxes):**
 - Custodians of the vision:** Receive annual report, Ensure Board fulfills its responsibilities.
 - Members:** 5 members only, No employees to be members, DfE prefers separation of members and directors.
- Middle Level (Dark Blue Boxes):**
 - Responsible for the strategic development and performance of the Trust and Teaching School:** This role is fulfilled by the **Board of Directors / Trustees** As defined by DfE.
 - Min. 3 (prefer 7-11) Based on skills:** 5 appointed + CEO; 4 co-opted.
- Bottom Level (Yellow and Orange Boxes):**
 - Local Hub Board (Represents 10 schools):** Two such boards are shown, both reporting to the Board of Directors / Trustees.
 - Local Groups (LGB):** Four LGBs are shown, each reporting to one of the Local Hub Boards.
 - Focus on school improvement:** Policy implementation across Hub, Feeds through to Board, All schools Chairs/Vice.

For further information regarding governance please contact: Paul Bennett
pbennett@flyinghightrust.co.uk

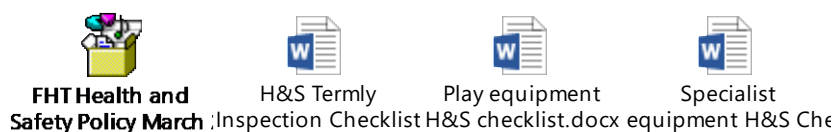
Health and Safety:

The Trust has issued a Health and Safety Policy and Audit Tool to all Trust schools. This is to be completed on an annual basis and reported to governors. The completed form should also be submitted to the Trust via Nick Layfield. The audit should be completed by the Site Manager, Headteacher and appropriate governor. The Trust also encourages schools to include members of the School Council in the audits to identify health and safety risks or areas of the school children do not feel safe in.

In addition to the annual Trust audit schools should also:

- Arrange a three year Health and Safety review from the Local Authority for external validation of systems and processes.
- Complete walk around templates on a termly basis.
- Site Manager to complete daily observations on health and safety.
- All staff to be responsible for reporting health and safety concerns to the Site Manager/school office.

Double-click the documentation below for access to the Trust Policy and Audit Tool and termly walk around checklists for Site Managers:



For further information regarding Health and Safety please contact: Nick Layfield
nlayfield@flyinghightrust.co.uk

HR:

The Trust has appointed Jess Hannan as the HR Manager for the Trust. Schools should liaise with Jess on all matters relating to HR.

Please refer also the HR Policy and Procedures Handbook issued to staff in all schools and available below.

For further information in relation to HR please contact: Jess Hannan
jhannan@flyinghightrust.co.uk

HR Policy and Procedures Handbook:

The Trust has consolidated all HR policies into one Trust document. The terms and conditions have not changed, the document has been put together to bring all policies into one place and to make them more accessible and user-friendly for staff. Please double-click on the link below for further details:



**FHT Master HR
Policies and Procedures**

***For further information regarding HR, or to raise any queries, please contact your
Headteacher in the first instance or contact:
Jess Hannan, jhannan@flyinghightrust.co.uk***

ICT Strategy:

The Trust will work with schools to deliver a fit for purpose ICT strategy to enable collaboration, communication, effective teaching and learning and efficient business services. The service will coordinate break-fix provision and the development of individual school ICT linked to wider Trust systems and processes.

The ICT Trust support will be provided by:

Nathan Thirlby (Director of ICT for Discovery Trust): Nathan has been procured to provide twenty days strategic support per year. Nathan will advise the Trust on requirements, whole Trust priorities, individual school priorities and mapping out the development plan. From September 2018 this will increase to a 0.5 FTE contract for Nathan to work with the Trust and schools to shape our ICT offer, strategy and provision moving forward.

Nick Layfield: Nick will lead on the coordination of strategic development, third party support and in-house support, working with schools to ensure provision is fit for purpose.

Jayne Elston (ICT Manager for Candleby Lane): Jayne will support Redstor back up and data recovery, administration of Microsoft 365, administration for PS Financials, support the ICT leads network and provide ad hoc support as required.

Third party support: each school has in place a third party provider linked to a Service Level Agreement. Schools should liaise with their provider in the first instance, anything not covered by the third party support should be raised with Nick Layfield.

As the Trust grows, it is envisaged that we will collectively move to single providers to aid collective development and consistency of service for individual schools but also delivering overall Trust priorities. This will be delivered in liaison with schools to ensure the service is fit for purpose.

Priorities for 2017-18 include:

- Re-establishment of the ICT leads network (see ICT Leads network within Networks section of this document) to share practice, ensure compliance and identify collective and individual priorities.
- Integrating Microsoft 365 across the Trust to enable collaboration and communication including a Trust wide address book of all staff.
- Delivering an integrated Trust and Teaching School Alliance website with a portal for school leadership, business management, staff and governors.
- Delivering a suite of policies for schools to personalise to ensure compliance in relation to privacy notices, data protection, E-Safety, acceptable usage and ensuring GDPR compliance.
- Embedding of ScholarPack across the Trust.
- Exploring opportunities for VOiP calling including reduced costs to schools and improved communication across the Trust.
- A procurement exercise to bring in line all Broadband support to one provider from September 2018 (date of renewal for all current Trust schools).

*For further information relating to ICT please contact:
Nick Layfield nlayfield@flyinghightrust.co.uk*

Inclusion:

As a Trust, Pete Wilkes will be taking on the responsibility for Inclusion support and provision. As a new role this will evolve through discussions with Heads and key school staff to shape the offer and the support provided. Inclusion will be one area of discussion through Strategic Heads Group and also through visits to schools.

*For further information relating to Inclusion please contact:
Pete Wilkes pwilkes@flyinghightrust.co.uk*

Marketing, PR and Communications:

The Trust enlists the support of Louise Brimble for support in PR, Marketing and Comms.

Each school receives 12 hours per year to support the marketing of your school. This covers:

- Media coverage of one school story per term. Schools should consider “what do we want our marketing to achieve?” – Lou will then tailor stories to this effect e.g. you may wish to increase numbers on roll and Lou can then promote open days and how to find out more in each story.
- The production of a post-Partnership Review letter for each school showcasing the school strengths and areas of improvement as well as next steps in the continuous improvement journey. The letter is for schools to send to all parents following review.
- It is also the Trust expectation that all press releases are approved by the Trust (please send to Nick).
- In addition the Trust has agreed additional hours for Lou operating across the Trust:

- 50 hours emergency incident support: media liaison, parental communications, advice and support. As part of the Emergency Procedures you will report all incidents to the central Trust team and, where appropriate, the central Trust will notify Lou of the need to support your school.
- 100 hours Trust project work: hours delegated by the Trust to deliver agreed Trust priorities. For example if there is a collective need to promote 30 hours provision this will be a targeted piece of work for schools wishing to be involved.
- 100 hours Trust marketing e.g. recruitment event, Trust awards, children's events.

In addition, all schools are asked to promote social media with their staff – follow the Trust Facebook and Twitter accounts and share/like/retweet Trust posts to increase the circulation of such communications celebrating success, promoting events and sharing vacancies.

For further details regarding Marketing, PR and Comms please contact:

Nick Layfield nlayfield@flyinghightrust.co.uk

Louise Brimble Louise@ByAppointmentPR.onmicrosoft.com

Networks, groups and meetings A-Z

Overview: in the run up to joining the Trust, new schools will be informed of the current networks and groups in order for the headteacher to work with the staff team to identify suitable attendees for each meeting. Communication will then be to members of a particular network or group. If you have any queries regarding networks, groups and meetings, please contact Jenni Dunne, Executive Officer on 0115 989 1915 or jdunne@flyinghightrust.co.uk Jenni can also provide a schedule of dates for all Trust activity – which has also been shared with your school via the Headteacher and school office. Members of particular groups/networks will also be contacted directly with meeting information, agendas and minutes.

All of the activity listed below is based on whole Trust development led by the Strategic Heads Group who have identified these areas as key for collaboration, staff development and to provide the best opportunities and experiences for our children.

Assessment and moderation group: On a termly basis there is a moderation meeting attended by teachers representing all schools for EYFS and Years 2 and 6 in order to support them in making secure judgements. The meeting provides the forum for Quality Assurance, moderation, sharing of practice and development of a common understanding of what constitutes ARE, working towards and working at greater depth. For the final meeting of the year, once schools have been identified for external moderation, the group will focus on providing additional support for these schools.

For further information regarding the Assessment and Moderation groups please contact: Jenni Dunne jdunne@flyinghightrust.co.uk

Board of Trustees: The Board of Trustees is responsible for the strategic development of the Trust, they also hold the Trust central team to account for impact in schools. The group meets on a termly basis as a full Board with two additional termly committees, Finance, People and Resources and Pupils, Standards and Strategic Development. On an annual basis the Trust Members meet to review and sign-off the annual accounts. Key actions and messages from the Board are communicated to Chairs of Local Governing Bodies with the expectation that the information is shared with all governors. Similarly the Local Governing Body has the opportunity to pass information, key messages, concerns, queries and successes to the Board of Trustees via the Trust Company Secretary, Nick Layfield.

For further information regarding the Board of Trustees and Members please contact: Nick Layfield nlayfield@flyinghightrust.co.uk

Board of Trustees Committees: The Board of Trustees has established two committees, Finance, People and Resources and Pupils, Standards and Strategic Development. The Board will delegate specific powers and tasks to these committees, reporting back to the Board of Trustees. These committees will meet at least once per term, as frequently and often as is necessary to complete the required tasks. They will be chaired by a Trustee (a member of the Board of Trustees) and will comprise at least three Trustees. Other external expertise may be co-opted on to the committees where specialist advice is needed. The CEO and Chair of the Board of Trustees will determine the composition of these groups in consultation with the Board of Trustees.

*For further information regarding the Board of Trustees please contact: Nick Layfield
nlayfield@flyinghightrust.co.uk*

Finance, personnel and resources committee (FPR) – Chair – Jason Beaumont

The remit for this committee is to:

- Keep under review the strategic management of the Trust's finances, including the long-term deployment of resources
- Ensure that the Trust operates within the financial guidelines of the Funding Agency
- In consultation with the Chief Executive Officer (CEO) and the Director of Business and Finance (DBF), to draft the formal budget plan for the financial year, before approval by the Board of Directors
- Consider a budget position statement, including virement decisions at least termly and report significant anomalies from the anticipated position to the Board
- Receive headline financial information and monthly monitoring reports from the Director of Business and Finance at each meeting to ensure that it is able to effectively monitor the annual expenditure against the agreed budget
- Review decisions in respect of service level agreements or in-house provision and to monitor the effectiveness of these services
- Draft the annual accounts for the Directors of the Trust, to be sent to the Secretary of State, Companies Registry and Charities Commission
- Review the staffing structure of the Trust based on plans presented by the CEO and/or DBF and funds available for the Trust and make recommendations to the Board
- Ensure that a consistent approach to headteacher and staff performance management is adopted across the Trust
- Consider and recommend a pay policy for the Trust to be agreed by the Board and ensure that a consistent approach to pay review is in place across the Trust
- Ensure that the Trust adopts an appropriate range of personnel procedures e.g. disciplinary, grievance, capability and remuneration.

Pupils, standards, audit and strategic development committee (PSSD) – Chair – Kate McKenna

The remit for this committee is to:

- Review throughout the year the standards achieved by pupils across the Trust, and ensure that the resources of the Trust are being deployed effectively to secure improvements
- Receive regular feedback on the strategies and provision for vulnerable groups across the Trust, especially those with special educational needs and the use and impact of the pupil premium
- Advise the Board of Directors on the overall vision, aims and principles underpinning the curriculum across the Trust

- Receive and review information relating to academy self-evaluation and ensure that this information, along with other data and external evaluations, is used to inform the improvement agenda for the Trust
- Consider issues relating to the safety and well-being of pupils across the Trust, including: pupil well-being, behaviour, attendance and inclusion
- Ensure that the Trust has a consistent approach to admissions and keep this under review
- Consider the strategic development of the Trust and make recommendations to the Board as appropriate

For further information regarding the Board of Trustees committees please contact:
Nick Layfield nlayfield@flyinghightrust.co.uk

Chairs and Governor training: The Trust offers ongoing support and training to all Local Governing Bodies. On an annual basis each governing body updates a self-evaluation document which identifies strengths and next steps. This information is collated by the Trust to identify training priorities for the coming academic year and to arrange appropriate training to meet the needs of all schools. The impact and effectiveness of the Local Governing Body is then assessed via the annual Partnership Review to identify ongoing and new strengths, impact of training and future development needs.

The Trust has developed a host of resources to support Local Governing Bodies including:

- Agenda planner
- Code of Conduct
- Decision planner
- Self-evaluation tool
- Terms of reference
- The role and effectiveness of Local Governing Bodies

The above documents can be accessed under the Local Governing Body section of this document

For further information regarding governor training please contact: Paul Bennett
pbennett@flyinghightrust.co.uk

Children's events: In response to pupil voice, the Trust has launched annual events in arts, sports and music. Each school will need to identify a member of staff to represent their school at planning meetings and on the day of the event. The school leads will develop the event drawing on their expertise, agreeing what the activity will be, where, when, how etc all working to a budget of £1,000 per event.

For further details regarding children's event and key dates please contact: Jenni Dunne
jdunne@flyinghightrust.co.uk

Children's Parliament: The Children's Parliament aims to develop children as leaders, with a voice in the development of the overall Trust. Each school elects two parliament ministers from Year 2 for Infant schools and Year 6 for Junior and Primary schools, one girl and one boy, to represent their school at the termly meetings. Key activity includes, developing the Trust and school values, sharing practice between schools and coordination of the Annual Trust Awards evening which celebrates those children, staff, families and community members who make our schools unique and successful. Each meeting will require schools to identify staff to escort children to the hosting school or venue. We appreciate that this can impact on staffing and, where possible, we encourage schools to engage governors in this activity as a fantastic way to find out about the Trust and the work of the parliament.

For further information regarding the Children's Parliament please contact: Nick Layfield nlayfield@flyinghightrust.co.uk

East Midlands Challenge Champions: The Trust endeavours to ensure that the focus for school improvement work reflects that of the national, regional and local picture, including key underperforming groups. An example of this practice is the creation of the role of the East Midlands Challenge Champion in each Trust school. Their role is to monitor and act as an advocate for the provision and performance of children within the East Midlands Challenge groups – EAL (English as an additional language), CLA (Children Looked After) and FSM (Free School Meals).

For further information regarding east Midlands Challenge Champions please contact: Claire Varley cvarley@flyinghightrust.co.uk

Emotional Literacy Support Assistants (ELSA) Training: Supporting our most vulnerable children remains of paramount importance across all schools. ELSA is a training course aimed at teaching assistants in schools. Examples of things covered on the course are social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focused and friendship. The first cohort completed the training in 2016-17 and it is hoped to launch the second cohort during 2017-18.

For more information regarding ELSA training please visit <http://www.elsa-support.co.uk/> or contact Jenni Dunne jdunne@flyinghightrust.co.uk to register your interest (having discussed this with your Headteacher).

Fast-track to Leadership: On an annual basis the Trust delivers the Fast-track to Leadership programme for staff looking to take the next steps in their leadership journey or to develop their leadership within their current role. Staff interested in joining the programme should discuss this with their Headteacher for approval before contacting Jenni Dunne for an application form (which includes Headteacher recommendation for the programme). The programme provides bespoke leadership support to enable the development of all staff in relation to key leadership competencies and is delivered through a range of activities including coaching, CPD, leadership skills masterclasses and alternative experiences.

*For further details regarding the Fast-track to Leadership programme please contact:
Paul Goodman pgoodman@flyinghightrust.co.uk*

Excellence in Teaching and Learning Network:

As Trust Teaching and Learning Leads, we have an incredible opportunity to collaborate in our relentless pursuit of excellence for all of the children in our schools. In order to support you in this role, and to maximise our impact as a collective, we have created the Excellence in Teaching and Learning Network which meets on a half termly basis to focus on emerging needs in teaching and learning across our schools.

Within this network you will have access to:

- The contact details of all of the other Trust T&L Leads in order to network beyond the meetings (one per school).
- An online resource bank containing exemplar planning, strategies, think pieces etc.
- The opportunity to visit one another's settings to see best practice in action.
- Support from the Trust's Lead Practitioner for Teaching and Learning (Laura Wookey).
- Any shared policies that are developed for use across the Trust.
- The outcomes of any research findings conducted across the Trust.

The following expectations ensure we maximise the usefulness and impact of this group:

Expectations of the Excellence in Teaching and Learning Network:

We will support one another and drive forward T&L in our schools by:

- Using the Trust T&L Expectations to self-assess and measure impact of the quality of teaching and learning in our own schools, sharing outcomes with the group.
- Focussing the meetings on areas identified from the Trust T&L Expectations in order to identify, share and develop best practice.
- Buddying up with one another on identified strengths and areas of development linked to the Trust T&L Expectations.
- Sharing effective models of CPD so we can raise the quality of T&L in our settings by enabling our teaching staff to develop.
- Trialling different methodologies back in our own schools to discuss at subsequent network meetings.
- All contributing to the pooled planning and resource folders online (Dropbox).
- Sharing the systems that work well in schools (e.g. pupil progress proformas).
- Learning from one another's learning environments:
 - Each school to commit to the Open CPD Events on a rota basis.

- During each network meeting, where possible, leads to visit at least one classroom to see how learning is promoted through the environment (take home one idea per classroom).
- Tweeting great ideas and examples of best practice along with useful articles etc, mentioning @FHTTandL in the tweet.
- All leading short inputs during the network meetings (on a rota basis).
- Committing to attending all scheduled meetings, sending apologies in advance if you, or someone else from your school, is unable to attend.

Expectations of the role of Teaching and Learning Lead within their own setting:

- Have a clear understanding of the quality of T&L within your own school using the Trust T&L Expectations .
- Work alongside the Headteacher and SLT to implement an effective programme of CPD for all teaching staff linked to the Trust T&L Expectations.
- Recognise and champion teaching staff who display best practice in aspects of Teaching and Learning.
- Actively seek out best practice in other Trust schools (and beyond where necessary).
- Liaise closely with your Headteacher in terms of outcomes and actions from each of the network meetings.

Guidance on the use of the Trust T&L Expectations:

- These should be shared and owned by all staff in school.
- They should be used as the basis for T&L CPD and monitoring activities.
- Where necessary, schools can add their own school specific criteria if they feel that is necessary for their setting.
- SLT should use these expectations to audit the quality of T&L in their school at the start of the year and at subsequent points throughout the year.
- SLT could identify one core expectation to focus on as a whole school for a half term (or longer) and staff meetings and CPD should concentrate on developing this focus throughout that time period.
- Teaching staff can use the expectations to select one of the criteria within a core expectation as a teaching target. E.g. If the whole school has selected to focus on the 'Environment' core expectations, then an individual teacher may choose the target of ensuring: 'the learning environment is purposeful as a result of clearly established routines'. All monitoring conducted can then link to this focus (e.g. lesson observations, learning walk feedback) until it is deemed complete and a new criterion can be chosen as the new target.
- Individual staff can use the expectations to self-assess their own progress towards these expectations at various points throughout the year
 - This could be done in the following ways:
 - Teaching staff could film their lessons to observe their own progress towards their teaching target.
 - Teaching staff could buddy up in learning partners and develop practice linked to their teaching target and share back their findings in team or staff meetings.

The following principles have been discussed and agreed by the Trust T&L Leads:

Trust Teaching and Learning Principles (T.E.A.C.H.)

This is the agreed approach to be taken by all schools when supporting staff with the development of their teaching and learning practice, using the issue, action, impact and next steps model. Staff development in school should (be):

- **T**imely, supportive and developmental
- **E**nable self-reflection and evaluation

- **A**dapt practice observed to be school specific (integrated in context)
- **C**ollaborative and follow a coaching model
- **H**ave teachers talk about teaching!

Feedback

The following principles apply for all forms of feedback (including written and verbal):

- Feedback should be manageable
- Feedback should be meaningful
- Feedback should be motivating
- Feedback should be measurable (move learning forward)
- There should be consistent application of policy
- Children should be aware of successes and ways to improve with a developing independence

For further details regarding the Excellence in Teaching and Learning Network please contact: Laura Wookey lwookey@flyinghightrust.co.uk

ICT network: The ICT network will be relaunched in 2017-18 with the expectation that all schools are represented by their ICT lead. The meetings will focus on meeting school needs including key compliance updates, E-safety, exploring the capabilities and opportunities of 365 (for teaching and business operations), sharing practice and ensuring ICT is fit for purpose with one eye always on exciting developments!

For further details regarding the ICT network please contact: Nick Layfield nlayfield@flyinghightrust.co.uk

Induction for new governors: The Trust will host two sessions per year for new governors. The session aims to welcome new governors to the Trust, share our collective ethos, vision and values, ensure clarity of roles and responsibilities of overall governing bodies and individuals, share governance structures, encourage networking and develop a culture and the skills needed for effective support and challenge.

A reminder also that ALL new governors must be registered on EduBase and exiting governors must also have an end date entered on Edubase:

You can access EduBase via the link: <http://www.education.gov.uk/edubase/home.xhtml> you then need to click on “Log in” on the left hand side of the screen.

If you do not have a secure access log in for EduBase please use their contact form to request a log in: https://form.education.gov.uk/submitform.php?self=1&form_id=AH8ogiDeAfD&noLoginPrompt=1

Once you have accessed your secure area, click on the “edit governance” tab and you can then add or edit governors.

When your school appoints a new governor please send their details through to: Paul Bennett pbennett@flyinghightrust.co.uk

Induction for new staff: The Trust will host two sessions per year for new staff appointed centrally or within our schools. The session is for all new staff and will focus on meeting the central team, CPD opportunities, vision and values, the Trust offer, meetings and networks, encouraging networking and welcoming new staff to the Trust.

Please contact Jenni Dunne when you appoint new staff providing name, role and contact email address: Jenni Dunne jdunne@flyinghightrust.co.uk

Local Governing Bodies: Each school will retain its own local governing body, or could join together with another school(s) to share a local governing body.

Composition of local governing bodies (LGB): LGBs should refer to their Scheme of Delegation (published on the website of the Trust and each individual school regarding the composition of their LGB. LGBs should focus on creating governing bodies comprising people with the right skills and commitment to ensure effective governance.

Function of local governing bodies: The Trust delegates powers to local governing bodies through their Schemes of Delegation. LGBs will continue to function as they have previously but will account to the local hub boards for the performance of their schools. They are expected to undertake an annual self-evaluation of the effectiveness of their governance and identify priorities for improving governance. While the functions of LGBs are largely the same (as identified in their Schemes of Delegation), they will receive different levels of support and intervention based on their performance and that of the school. In general, it is expected that LGBs will be responsible, in each school, for:

- Ensuring that the school promotes the vision and values of the Trust.
- The safety and well-being of staff and pupils.
- The attainment and progress of pupils.
- The quality of teaching and learning.
- The range and quality of the curriculum.
- The appointment, development and performance management of staff.
- The effective deployment of funds and resources.
- Ensuring that the school meets the standards of financial management and controls set out in the FHT Finance Policy.
- The maintenance of the site and buildings.
- Engaging effectively with parents and the local community.
- Ensuring that the school fulfils the Trust's Expectations for Engagement policy.

Support documents for Local Governing Bodies:



**FHT LGB Agenda
Planner**



**FHT LGB Code of
Conduct**



**FHT LGB Decision
Planner**



**FHT LGB Terms of
Reference**



**FHT LGB
Self-evaluation Fran**

Local Hub Boards: The local hub boards are a sub-committee of the Trustee working group Pupils, Standards and Strategic Development. As the number of schools in the Trust increases, the local hubs will play a vital role in ensuring that the performance of each school is well scrutinised and that appropriate resources are deployed to support school improvement priorities. The local hub boards will also enable local governing bodies to influence the development of policy and practice across an expanded trust.

In the first instance, LHBs are aligned to the lead Director of School Improvement and Quality Assurance i.e. the schools working with Graeme Robins as Hub 1 (chaired by Paul Bennett) and the schools working with Claire Varley or Pete Wilkes forming Hub 2 (chaired by Neil Robinson). They are not 'geographic' hubs.

Composition: The local hub board will comprise a representative (normally the chair or vice-chair) of each of the schools in the hub regardless of Ofsted or Trust grading so long as the local governing body has the capacity to provide representation for the regional hub. The local hub boards will be chaired by a director of the Trust (not a chair of one of the local governing bodies in the hub), appointed by the Board of Trustees.

The local hub boards will be supported by the hub's Director of Quality Assurance and School Improvement, the hub's business manager, and the FHT Project Manager and a National Leader of Governance (when appropriate).

Function of the local hub boards: The local hub boards will focus on school improvement and the performance of the schools in the hub. These boards will meet termly. The role of each LHB is to:

- Scrutinise the performance of each school within the hub, based on their performance dashboards and focusing particularly on the areas judged to be 'red' and 'amber'.
- Ensure that FHT resources and support are being deployed effectively, and are having a positive impact across hub schools, based on the priorities identified within individual school action plans.
- Moderate and ensure consistency in policy implementation across the hub.
- Identify and share effective practice within and between schools
- Maintain effective two-way communication between the Trust and Local Governing Bodies.
- Develop a network of peer support.

*For further information regarding the Local Hub Boards please contact:
Nick Layfield nlayfield@flyinghightrust.co.uk*

School Business/Office Managers: The SBM group meets on a termly basis and it is the expectation that all Trust Business and Office Managers attend. The group focuses on developing the role of SBM (clarity and consistency of role and responsibilities across all schools), procurement, budgeting, audit, policy development, encouraging networking and sharing of effective practice.

*For further details regarding the SBM group please contact: Elaine Armstrong
earmstrong@flyinghightrust.co.uk*

Site Managers: The site manager group meets on a termly basis and it is the expectation that all Trust school site managers and caretakers attend. The group focuses on estates maintenance and development, procurement of contractors and works, sharing resources and expertise, establishing consistent processes and policies and effectively managing site health and safety and management of risk.

For further details please contact:
Nick Layfield nlayfield@flyinghightrust.co.uk

Strategic Head Teachers Group: The Strategic Head Teachers Group (SHG), is our key network to ensure collaborative working, joint practice development and to take full advantage of the power of our partnership. SHG takes place for half a day every 3- 4 weeks. The first SHG of any half term will be as a full partnership with the second meeting as a hub. The purpose of these meetings are detailed below:

Full SHG: This group brings together all Head teachers within the partnership, alongside key members of the central team. The meeting is led by the CEO and/ or Deputy CEO. This meeting aims to achieve the following:

- Updates on key developments within the Flying High Trust.
- National and local updates
- Working together to develop key activity for the partnership
- Implementation of the Trust's improvement plan
- Sharing of good practice
- Development of the core offer

Hub SHG: This group brings together Head teachers from your allocated hub. Led by the Quality Assurance team this meeting will focus on standards, working together to improve the individual performance of all schools. This group will be key in sharing good practice, identifying appropriate support and ensuring a relentless focus on improving outcomes for all children.

For further information regarding Strategic Heads Group please contact:
Jenni Dunne jdunne@flyinghightrust.co.uk

Trade Union meetings: The Trust has established termly meetings with representatives of all trade unions represented within the Trust. The meetings are attended by union representatives and members of the Trust SLT. The meetings focus on:

- Staff wellbeing
- Networking and establishing effective working relationships
- Discussion, and where appropriate, consultation on Trust policy and procedures and any proposed changes
- Two-way updates
- Sharing practice
- Discussing Trust wide matters and any concerns/suggestions/queries from trade union representatives

The Trust can confirm that we contribute to the Trade Union Facilities Fund which supports trade union representative release time.

The Trust can confirm that we are currently in the process of adopting/developing a trade union recognition agreement/ways of working to formalise what has been a positive, open and honest relationship with trade union colleagues.

*For further details regarding Trade Union meetings please contact:
Paul Goodman pgoodman@flyinghightrust.co.uk*

Trust Awards: On an annual basis the Trust celebrates the achievements of children, staff, families and community members across all Trust schools. Awards are centred on the Trust values, sporting achievement, long service and Trust development. All schools attend the awards evening which takes place at the Royal Concert Hall in Nottingham. The evening also showcases the musical and artistic talent of the Trust following the work of the Trust Music Group and Trust Arts Event Group (see Children's Events section of this A-Z). The cost of the awards is off-set by partner sponsorship.

Each school needs to identify a school awards coordinator to attend planning meetings to take responsibility for nominations, winners, transport, ticketing and supporting children for your school. This is our showcase event to celebrate all of our collective success and inspirational individuals – please ensure you utilise your full ticket allocation to enable parents, families, children, staff and governors to partake in the celebrations!

*For further details regarding the awards evening please contact:
Jenni Dunne jdunne@flyinghightrust.co.uk*

Trust INSET Day: On an annual basis there is a whole Trust INSET day (usually the first day back after the February half term) based on a theme identified by the Strategic Heads to ensure that the programme of speakers and workshops addresses key priorities within our schools – for example in 2017 the theme was supporting the wellbeing of children.

TSA English Network and Conference: It has been collectively agreed by all schools that each school will ensure representation at the TSA English Network.

TSA EYFS Network: It has been collectively agreed by all schools that each school (infant and primary) will ensure representation at the TSA EYFS Network.

TSA Maths Network and Conference: It has been collectively agreed by all schools that each school will ensure representation at the TSA Maths Network.

TSA Leadership Conference: On an annual basis the TSA hosts a leadership conference. Trust schools receive one free place each (for the Headteacher) and may opt to pay for additional places for school SLT members. The conference draws on national and international guest speakers and workshop facilitators to tackle key challenges within our schools. The conference runs over two days with residential places available (Trust allocated free place is for residential attendance).

TSA NQT Mentoring: On an annual basis the TSA hosts a mentoring programme for school based mentors. To book your place please contact:

TSA NQT Programme: Please register all of your NQTs on the TSA programme!

TSA TA Conference: On an annual basis the TSA hosts a TA Conference focusing on key priorities identified as part of the Trust Partnership Reviews and wider TSA health checks.

*For further information regarding Teaching School Alliance activity please contact:
Julie Thain jthain@flyinghightrust.co.uk or Sarah Flight sflight@flyinghightrust.co.uk*

Trust Champions: Each Headteacher is to identify a member of staff to take on the role of Trust Champion. This person will lead on sharing key communications from the Trust as part of school staff briefing meetings – to flag key dates and activities and also to collate feedback for the Trust from staff. It would be sensible for this person to also be the Trust Awards coordinator for your school. This role is pivotal in developing and managing school to Trust and Trust to school communication.

*For further information regarding Trust Champions please contact:
Jenni Dunne jdunne@flyinghightrust.co.uk*

Wellbeing Group: The Trust Wellbeing Group meets on a termly basis. Each school is asked to identify two members of staff to attend, one teacher and one non-teacher. The meetings focus on developing staff wellbeing, raising concerns and pressures, sharing practice and developing Trust benefits and wellbeing support.

To date the Trust Wellbeing Group has:

- Agreed a wellbeing charter for all schools to adopt.
- Designed an annual wellbeing staff survey to ensure all staff have the opportunity to reflect on wellbeing, what is working and where further support is needed.
- Agreed social media shout outs to celebrate the success of schools, individuals and teams.
- Ensured staff contribution is recognised at the annual Trust Awards evening.

- Identified areas for wellbeing and staff developments which to date has included: free will service (contact Dunham McCarthy on 01785 711556), staff tickets to events, wellbeing raffle, childcare vouchers (via ComputerShare – contact your school office for full details on how to access the scheme) and engaging in research projects to look at marking and feedback with a focus on staff wellbeing and managing workloads to deliver effective marking and feedback.
- Offered a staff salary sacrifice wellbeing package through Westfield Health: <https://www.westfieldhealth.com/> - optional for all contracted staff.
- Agreed travel expenses for all staff attending networks and CPD.
- Provision of an end of year staff social to celebrate staff and school success.
- Identified other areas for the Trust to explore.

The next phase is to launch a staff wellbeing and benefits package. The Trust plans to launch this through Westfield Health from 1 November and the first meeting of the Wellbeing Group in 2017-18 will focus on launching the offer to all staff.

To access the Flying High Partnership Wellbeing Charter please double-click on the icon below:



Flying High Trust
Wellbeing Charter.doc

***For further details in relation to the Trust Wellbeing Group please contact:
Paul Goodman pgoodman@flyinghightrust.co.uk***

Performance Management:

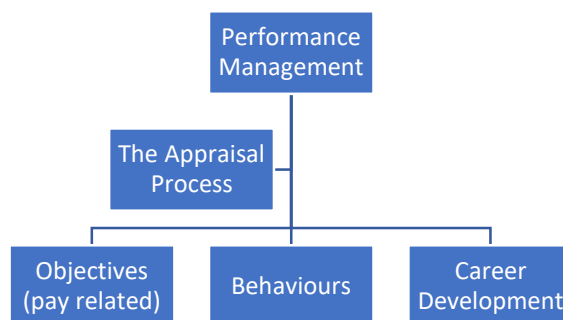
The strategy

Within the Trust we believe that performance management is more than setting and reviewing objectives, it's about sharing expectations and using relevant CPD to motivate and reward our team, not only through pay, but through development and career progression too.

We hope, that with investment, encouragement and support, through our team we can achieve high quality teaching and learning, support within schools and strategic development.

Performance management is designed to be a holistic approach to the Appraisal Process; creating all-rounders that can positively contribute to teaching and learning as well as demonstrate the Trust behaviours.

This is what the process looks like:



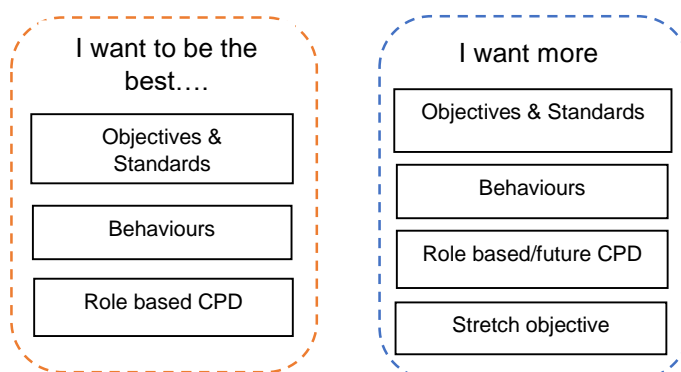
This strategy incorporates the Appraisal Process and is linked to our Pay Policy. It is still focused on objectives linked to school improvement; teaching/other and development; relevant teaching/teaching assistant/business manager standards; CPD; workforce planning/talent management; and it introduces Trust behaviours, a set of core competencies that we expect our colleagues to demonstrate.

We recognise that effective performance management and professional development are key to supporting the career progression for all and it will be a supportive and developmental process designed to ensure that you not only have the skills and support you need to carry out your role effectively, but that you will have the opportunity for relevant professional development for your role or your career path.

We have a set of Trust behaviours that we want you to display in your roles. These behaviours are designed to shape how we relate to the children, the school community, the central team and each other. We encourage a culture in which all employees should take responsibility for improving their performance through appropriate professional development linked to school improvement priorities.

Our aim is to identify talent within our Trust as well as identifying people that need support. We want to encourage people to strive to do their absolute best resulting in good (and better) teaching, good (and better) support and consistency with individuality - schools should look and feel the same in terms of their approach to performance management whilst retaining their own unique personality.

We understand that not everyone wants to progress in their career so we have designed 2 categories to help you identify where you are in this process.



If you are someone that is happy in your role for the foreseeable future, you are aiming to be the best at what you do. You will, therefore, have role based career development to help you. You will be able to share your knowledge and expertise with others within your school or across the Trust.

If you want more, then you will be given stretch objectives and support and advice on career steps to help you develop. These will be identified and discussed with your line manager/appraiser.

We want to be able to recognise and utilise the talent we have across the Trust and therefore this process is designed to identify those with talent in a number of ways.

You might be asked to develop others, to be involved in projects, to strengthen colleagues in other schools or within your own school. This will be discussed with you within your reviews.

Objectives will be linked to the following some of the following areas:

1. Whole school/organisation – this will be linked to the school improvement plan
2. Standards – this will be linked to:
 - a. Progress and attainment – linked to a class or a group
 - b. Teaching and Learning
 - c. Other – specifically related to your role if you are not a teacher or TA
3. Personal – this will be linked to career progression, professional development or development of the Trust's behaviours.

There will be a 4th objective if you are a middle or senior leader and this will be open to discussion between you and your line manager or appraiser. It is suggested that this be linked to either an identified stretch objective for career development, personal development or additional leadership development.

If you are someone that wants to grow in your career and you are not in middle or senior leadership you will have an additional stretch objective that will be linked to career progression. If you meet your objectives but don't quite meet your stretch objective, this won't have an impact on pay progression.

All employees, including the Head Teacher, will have a whole school / team objective.

All teachers, including the Head Teacher, will have an objective related to the Head Teachers' / Teachers Standards and pay progression criteria as appropriate. All School Business Managers will have an objective related to the relevant standards.

All teachers including the Head Teacher will have a pupil progress objective.

If you are a teacher you will normally have a maximum of 3 objectives, but by agreement this may be varied.

To access a full copy of the performance management strategy please open the attachment below:



FHT Performance
Management Strategy

***For more information performance management please contact:
Paul Goodman pgoodman@flyinghightrust.co.uk***

Policies:

The Trust has developed a number of policies as listed below – please contact the central team for copies.

Policies available:

- Emergency Plan
- Equality and Diversity (template) Policy

- E-safety
- Financial Policy
 - Anti-fraud
 - Balances and reserves
 - Charging and remissions
 - Expenses
 - Gifts and Hospitality
- Freedom of Information (adoption of national policy)
- Health and Safety Policy
- HR Handbook Policies and Procedures
 - Recruitment and Selection
 - Code of Conduct
 - Safeguarding Children Policy
 - Equal Opportunities Policy
 - Anti-Harassment and Bullying Policy
 - Managing Attendance Policy
 - Stress Policy
 - Appraisal
 - Capability Procedure
 - Disciplinary
 - Allegations of child abuse against employees
 - Grievance Procedure
 - Whistleblowing Policy
 - Confidentiality Policy
 - Dress Code
 - Health and Safety Policy
 - Working Time and Overtime Policy
 - Smoking Policy
 - Substance Misuse Policy
 - Right of Search
 - Data Protection Policy
 - Electronic Information and Communications Systems Policy
 - Social Media Policy
 - FHT Property
 - Personal Property
 - General Working Standards
 - Redundancy Policy
 - Retirement Policy
- ICT Acceptable Usage
- Privacy Notice
- Register of Business Interests

Policies in development: (please continue to adopt the LA or current school policies at this stage).

- Accessibility
- Administration of medicines
- Admissions
- Anti-bullying
- Attendance
- Behaviour
- Educational Visits
- Equality and Diversity

- Exclusions
- Female Genital Mutilation (FGM)
- Home-schooling
- Lettings
- Physical Intervention
- Prevent
- SEN
- Severe Weather
- Sex Education

*For more information regarding policies please contact:
Nick Layfield nlayfield@flyinghightrust.co.uk*

Pupil Premium Support

Flying High Trust is committed to ensuring that every child is given the best opportunities to succeed and reach their potential. We therefore work hard to ensure that robust approaches to pupil premium are consistently in place and making a significant impact on the outcomes of pupil premium children. The following activity is available through the trust to support your planning for pupil premium.

Pupil Premium Network

This network, delivered through the teaching school, brings together pupil premium leaders for half a day once per term. This well attended group led by two national pupil premium reviewers, allows for the sharing of best practice, signposting to national policy and resources and the opportunity for joint practice development. We would encourage all trust schools to support their pupil premium leader to access this network.

Pupil Premium Strategy and Review template

To ensure consistency we ask that all schools within the Flying High Trust use a standard template to complete their strategy and review. This completed template should be available on your school website in September of each academic year.

Pupil Premium Triad Review

Geographical groups of three or four schools will be identified each year. Facilitated by the Deputy CEO, each group will come together at the end or beginning of the academic year. This review process, will allow for pupil premium leaders to collectively review pupil premium performance and consequently the performance of the pupil premium strategy. Pupil premium leaders engaging in this process will share performance data of all pupil premium children and the current year's pupil premium strategy. This process will involve the writing of the pupil premium review, using the above template. Following the review process, triads will work together to identify priorities and actions for next academic year, informing the formation of the pupil premium strategy.

This process aims to ensure all schools complete a comprehensive review of their pupil premium strategy and consider carefully strategy priorities for the next academic year. We believe that this model will enable the sharing of practice and identification of collaborative opportunities to deliver a robust pupil premium strategy.

Finally, by providing this dedicated time, and collaborative way of working we hope that this will reduce workload and provide a supportive environment for pupil premium leaders.

Trust Pupil Premium Audits

Trust pupil premium audits aim to support schools to review pupil premium performance, and ensure that robust processes are in place to deliver a strong pupil premium strategy. Pupil premium audits are delivered by the central team and will include a half day face to face audit of your pupil premium provision. Pupil premium audits will include a robust evaluation of the current pupil premium strategy, interviews with key leaders including the Headteacher, pupil premium governor and pupil premium leader, monitoring activity to include a learning walk, lesson drop- ins and review of a sample of books.

Pupil premium audits will be prioritised for those expecting Ofsted and any schools where there are emerging concerns about the performance of pupil premium children.

Pupil Premium Reviews

In some cases, your Director of Quality Assurance may have identified pupil premium as a high priority and consequently recommended a full pupil premium review. A pupil premium review could also be recommended by an Ofsted inspection or HMI visit. Pupil premium reviews are delivered by nationally trained pupil premium reviewers and is a detailed process usually including the following activity:

- Full review of all key documentation, including pupil premium strategy, and a full review of data.
- Full day visit to include the following activity; lesson walk, lesson observation, interviews with key school leaders, staff and children.
- Post visit evaluation, to include a full report and support in forming an action plan and revised pupil premium strategy.
- Half day follow up visit to review the progress made.

If a pupil premium review is required, this will need to be funded by the school.

*For further information regarding pupil premium please contact: Paul Goodman
pgoodman@flyinghightrust.co.uk*

Recruitment within the Flying High Trust

Workforce Planning: During November and December all schools will engage in detailed workforce planning alongside members of the central team. This process should equip school leaders to be clear on their strategy for talent management, succession planning and to identify mobility risks. The outcome of this process will be to ensure all school have identified both confirmed and potential vacancies for the following academic year, linked to detailed budget planning.

*For further details about the workforce planning process, contact:
Paul Goodman pgoodman@flyinghightrust.co.uk*

Recruitment Event: Leading on from the workforce planning process we hope to support all schools within the Flying High Trust to advertise vacancies for the following academic year early. Our annual recruitment event provides an opportunity to showcase our schools and vacancies available to prospective employees. The recruitment event is attended by all schools within the Flying High Trust, including those that have not yet identified any vacancies for the following year. The event consists of the following:

- **Market Place:** each school within the flying high trust will be allocated a stand within the market place. This is an opportunity to showcase the USP of your school to prospective employees. Schools are also strongly advised to be in a position to share vacancy adverts, application packs and opportunities for school visits, to prospective employees as part of the event.
- **Trust Introduction:** all attendees will receive a collective input on the ethos and advantages of working within the trust.
- **Targeted workshops:** a range of short workshops will be provided aimed at those interested in different positions at different career stages. These workshops will provide an insight into the experience of employees in the trust, and vacancies currently available. Workshops will be available in the following; trainee teachers, NQTs, school leaders, support staff, governors and supply opportunities.

Marketing of the event will be led through the central team through a series of marketing opportunities. All schools are asked to support marketing through word of mouth, school websites, school newsletters and social media. The key to successfully promoting this event is the networks that school communities can reach.

NQT Talent Pool: All schools within the Flying High Trust are invited to participate in our NQT talent pool. This process will support all schools with prospective NQT vacancies to recruit high quality applicants. The process will follow on from the recruitment event taking place in February-March.

The talent pool will be advertised by the central team through a series of marketing opportunities. All schools are asked to support marketing through word of mouth, school websites and social media. A series of school visits will be timetabled, and shared as part of the recruitment event and marketing activity. The opportunity for prospective applicants to meet schools as part of the recruitment event and to visit schools across the trust, will ensure that at the point of application prospective employees are clear on the schools they would like to be considered for.

Applicants will be shortlisted by the central team and invited to attend a central recruitment process, involving Head teachers from across the trust. Through this process applicants will be offered a guaranteed position within the Flying High Trust. The central team will oversee the matching of vacancies to applicant preferences and where more than one option is available the choice will rest with the applicant. For successful NQT applicants to secure a position in a school there is no need for a further interview, however schools may wish to offer a follow on visit and/ or an opportunity to discuss the vacancy available.

The trust will aim to over-recruit, with the intention of supporting schools with future NQT vacancies to recruit. However, if future vacancies do appear, the trust will support the school to separately advertise the vacancy.

General Vacancies: For non NQT vacancies, draft vacancies should be developed by the school and submitted to the trust central team for approval. This will ensure that the central team can include information on the advantages of working within the trust, and identify any potential internal candidates. Once approved, the school is responsible for advertising the vacancy. The trust will support advertising through social media and distribution to those who attended the recruitment event. A trust prospective is available to be included in application packs for all vacancies. This prospective will detail the opportunity and advantages of working within the Flying High Trust.

Please double-click the document below for full guidance on the stages to effective recruitment and where Trust support is available:



HR Recruitment Flow
Chart.docx

Senior Leadership Vacancies: All senior leadership vacancies should be discussed with the school QA partner, who will provide support throughout the recruitment process.

Headteacher Vacancies: All Headteacher vacancies will be overseen by the trust central team, working in partnership with the local governing body. The trust will produce and distribute an advert and recruitment brochure. Visits will be scheduled by the central team. Shortlisting and the interview process will be developed and delivered in partnership with the local governing body. For all Headteacher appointments, the CEO of the Flying High Trust will act as a member of the panel and where a unanimous decision cannot be reached, will have the casting vote.

*For further information regarding recruitment and talent management please contact:
Paul Goodman pgoodman@flyinghightrust.co.uk*

Safeguarding Audit (annual)

Safeguarding is the golden thread that runs through all our schools. In order for our children to fly high and reach their potential, they need to be safe and well cared for. At Flying High, we give the highest priority to every aspect of safeguarding including safe recruitment, site security, e-safety, bullying, radicalisation, risk assessments, first aid as well as child protection.

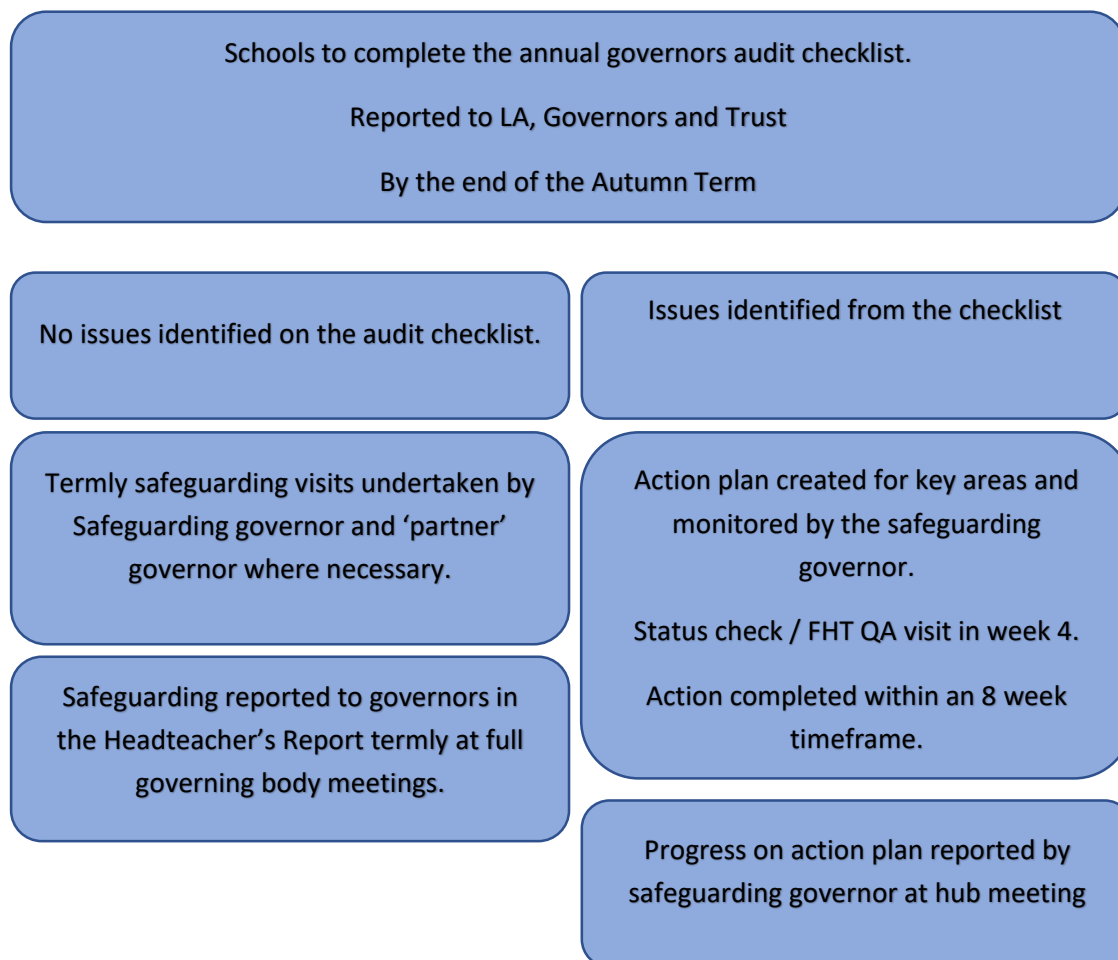
The safeguarding audit is a supportive annual check on the wide number of safeguarding processes procedures and activities undertaken by each school to ensure that all our children are safe and able to thrive and fly high.

- All schools are expected to complete the NCC safeguarding audit, in partnership with their safeguarding governor.
- Jenni Dunne of the central team will email all schools the Safeguarding Audit Tool for 2017-18 at the start of the autumn term
- Schools are to select a date from the list emailed by the central team and notify Jenni Dunne of their choice by the end of September

- The Safeguarding Audit Tool plus the other documents listed on the audit, to be returned to the auditor, Ann Cruickshank, acruickshankstj@yahoo.com, at least two working weeks in advance of the audit date
- The auditor will go through all the documents provided as part of the preparation for the audit
- The audit visit will last approximately 6 hours on site
- Whilst on site, the auditor will request to see various documents and files, plus talk to various individuals, including the safeguarding governor, groups of staff and children
- Documents to be seen will include the school's SCR, HT's termly reports to governors and the school's safeguarding policy (Trust templates are available).
- At the end of the visit, the auditor will feedback the main points from the audit to the headteacher before leaving the site
- Following the audit, the auditor will write a report within two working weeks detailing good practice and action points to be taken
- The auditor will return the report to the head teacher for a factual accuracy check
- The auditor will then forward the finalised report to the central team, Head teacher and safeguarding governor
- Head teachers will be expected to respond to the findings of the audit, utilising a provided action plan template, which should be submitted to the Trust and Anne Cruickshank for approval. Anne will revisit schools with significant actions plans to ensure compliance post-completion (this will be within eight weeks of the initial visit).
- This action plan should be reported at all full governing body meetings, highlighting progress made
- Progress on this action plan should be reported to the trust, via the LGB representative at the termly trust hub board meeting
- Throughout the school year, the auditor will share good practice amongst the schools
- After completing all audits, the auditor will compile a report for the central team detailing areas of good practice within the Flying High Trust and common areas for further development.

***For further information regarding Safeguarding please contact:
Pete Wilkes pwilkes@flyinghightrust.co.uk***

Internal Safeguarding Audit Process



External Safeguarding Audit Process

Ann Cruickshank to carry out full safeguarding audit when

- a new school joins the Trust
- there is a new head in post
- any formal concerns raised
- Appointment of new DSL

Audit carried out within a half term.

Audit report shows that the school is fulfilling the Trust/statutory requirements and is modelling good practice.

Audit report shows that the school has some failings and further action is required to ensure they are fulfilling the Trust/statutory requirements

Safeguarding review to take place after 2 years. (Ofsted will be due in year three after joining Trust).

Action plan produced in response to the findings of the external audit.

Signed off by Chair of Governors,
Monitored by Safeguarding Governor – pair up.

QA by Ann Cruickshank

Follow up visit by Ann Cruickshank to focus on actions from the plan.

Does the school meet the Trust/statutory requirements?

School now meets the Trust/statutory requirements and will receive an audit after 2 years

The school does not meet the Trust/statutory requirements.

A further action plan is put in place to be completed within 6 weeks.

Trust monitor weekly

Follow up visit by Ann Cruickshank to focus on actions from the plan.

School must meet Trust/statutory

School Improvement and Quality Assurance overview:

School Improvement & Quality Assurance Overview... Support & Challenge

What is our aim?

To create a self-sustaining school led system where we develop our collective expertise to enable continual school improvement, through collaboration, support and challenge.

The School Improvement Strategy identifies how we will work with individual schools and the collective group of schools within the Trust. It aims to provide clarity around the expectations, values, roles and responsibilities and ways of working, which we adopt, in the pursuit of enabling all children to achieve their maximum potential.

How do we achieve this?

Annual Partnership Review: A key part of the Trust's quality assurance process is the Partnership Review, which is usually a two day visit encompassing all areas of school life. It is a partnership exercise between the review team and the school, involving a range of activities focused on:

- highlighting key challenges for the coming year
- celebrating strengths that can be disseminated across the Trust
- assessing the impact of the Trust within your school

Following the partnership review, a report is completed which is shared with the Headteacher. There is an expectation that the Headteacher will share the key findings with staff, children and governors. In addition, a letter will be sent to the parents from the Trust.

ISAP (Individual School Action Plan): The ISAP is the mechanism through which the findings from; the Partnership Review, outcomes from an Ofsted inspection, ongoing monitoring of school performance are developed into timely actions for improvement. The ISAP enables the Trust to identify and deploy appropriate resources to complete the actions and support improvement of the school.

School visits: As part of the Quality Assurance process, regular visits are undertaken by the appointed Director of Quality Assurance to support the school in its improvement. During the school visits a range of monitoring activities take place with a variety of staff to gain on ongoing understanding of the school, including;

- Monitoring the progress of the actions on the ISAP
- Target setting
- Analysis of standards and attendance data
- Review of behaviour standards
- Observing the quality of teaching
- Book looks
- Staffing and wellbeing discussions
- Documentation review

Data Collection and analysis: Throughout the year, there is an expectation that schools will submit a range of information and complete subsequent analysis in line with agreed data collection points. This will include data for attendance and the percentage of children on track to achieve or exceed ARE (Age Related Expectations) for a range of groups. All the information and analysis collected is a key component for the ongoing agendas to frame discussions and monitoring activities during school visits.

For further information regarding school improvement please contact:

Graeme Robins grobbins@flyinghightrust.co.uk

Claire Varley cvarley@flyinghightrust.co.uk

Pete Wilkes pwilkes@flyinghightrust.co.uk

School to school support:

Peer Review Partners: Schools are allocated to a triad annually, completing a process of peer evaluation. This is essential part of our trust, providing all schools with the opportunity to be outward facing, share good practice and develop our ability to self-evaluate.

For further information regarding peer review triads please contact:

Julie Thain jthain@candlebylane.co.uk

System leaders: As a teaching school we designate and deploy a network of specialist leaders in education, local leaders in education, national leaders in education and national leaders of governance. This capacity is utilised by the Flying High Trust to provide targeted support to schools as part of Individual School Action Plans (ISAP), overseen by our Directors of Quality Assurance. SLEs are middle and senior leaders, with the expertise and capacity to support others beyond their school. This designation provides an opportunity for professional development to talented staff across our partnership.

For further information regarding Specialist Leaders of Education, National Leaders of Education and National Leaders of Governance, please contact Paul Goodman
pgoodman@flyinghightrust.co.uk

Lead Practitioners: The role of lead practitioners is fundamental in driving improvements across all schools, enabling joint practice development and delivering the visioning of a professional continuum. Lead practitioners are as follows:

- Tom Isherwood - Hillside Primary and Nursery School - Maths
- Laura Wookey - FHT and Ernehale Junior School - Teaching and Learning
- Cath Wilkes - FHT- English
- Russyn Cast - FHT- Leader of Initial Teacher Training and professional tutor for the SCITT

- Fliss Prior - Bilsthorpe and FHT - Lead teacher and professional tutor for the SCITT
- Emma Spiers - Early Years - consultant contracted for a limited number of days throughout the year.

Lead practitioner work for the trust on a part time basis delivering the following activity.

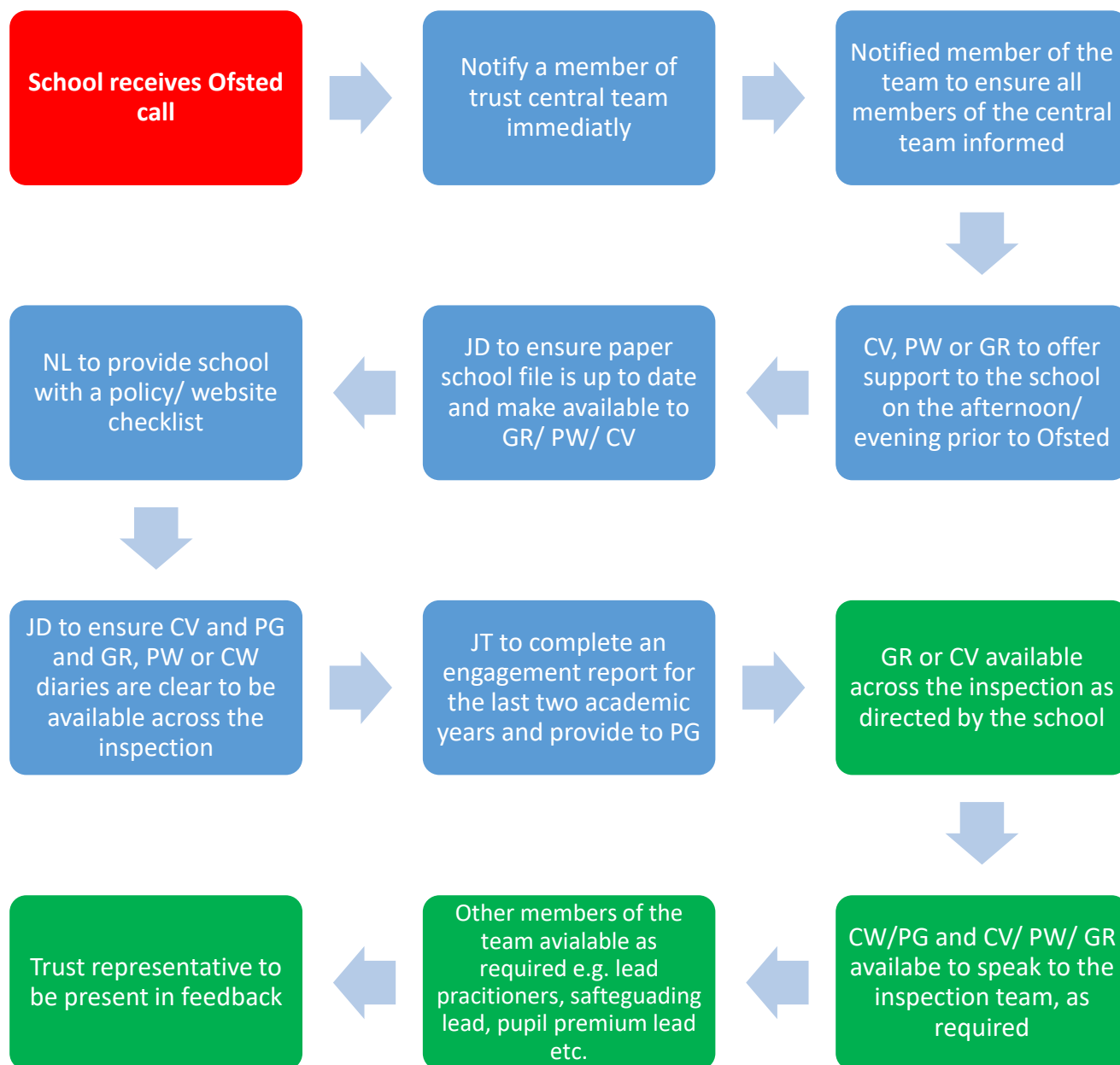
- Targeted support in individual schools, based on priorities identified by a Director of Quality Assurance. This includes intensive support for our most vulnerable schools.
- A range of CPD, delivered through the teaching school. This includes the SCITT taught programme, networks, NQT programme and NQT + 1. This ensures that we are delivering a professional continuum for all staff, responsive to the needs and priorities of schools within the trust.
- Working with practitioners to develop resources based on shared priorities. Therefore, creating resources that benefit all schools across the trust.
- Developing a consistent vision for their area of responsibility.
- Identifying and disseminating good practice from across the Trust.
- Disseminating national practice, research and policy updates to schools and leaders across the trust.

Lead practitioners are experts in their area of responsibility. Please do feel free to contact them with any queries or if you require any support. If you feel a lead practitioner would be helpful to support a priority in your school, please discuss this with your Director of Quality Assurance.

Tom Isherwood	Maths	tisherwood@flyinghightrust.co.uk
Laura Wookey	Teaching and Learning	lwookey@flyinghightrust.co.uk
Cath Wilkes	English	cwilkes@flyinghightrust.co.uk
Russyn Cast	Teacher Training	rcast@inspiringleaderstoday.com

FHT Central Team Process to Supporting Ofsted Inspections

Flying High Trust aims to support every school through Ofsted inspection, ensuring that you are given the best opportunity to get the judgement your school deserves. Through our on-going quality assurance the Trust has a deep understanding of your schools strengths and will ensure that this evidence is available to be used as part of the inspection process.



For more information regarding school improvement and quality assurance please contact:

Graeme Robins grobins@flyinghightrust.co.uk

Claire Varley cvarley@flyinghightrust.co.uk

Pete Wilkes pwilkes@flyinghightrust.co.uk

Social media

Social media is key to many of our activities and also to our collective recruitment. Via both Facebook and Twitter we share news and events, Trust wide vacancies and celebrate the success of our schools.

We encourage all schools to have a Twitter account and for all staff with Twitter and Facebook accounts to follow the main Trust accounts and the accounts of each individual school – by sharing and liking the posts and Tweets we can spread our success far and wide. The network of people we can reach when sharing vacancies is endless therefore please follow and share!

Key accounts:



@FlyingHighTrust



@FlyingHighTrust

@FHTEnglish

@FHTMaths

@FHTT&L

@CLTSA1

@netstraining

@Haddon_Primary

@porchester

@ILSCITT

@leaderstoday

@CandlebyLane

@GreythornPS

@BilsthorpeFha

@Ernehale_Junior

@PeafieldLane

@Edwaltonprimary

@HillsidePrimary

@FHALadybrook

For further information regarding social media, or to share content for the Trust social media, please contact: Nick Layfield nlayfield@flyinghightrust.co.uk

Teaching and Learning:

Core Expectation:	Exemplified in practice:
Values The values are embedded consistently through the culture of the classroom.	<ul style="list-style-type: none">• Adults role-model the values of the school including respect and tolerance of others (P1A, P4A, 1.1C, 2.1A, 2.1C, 2.1D, 2.1E, 2.2A)• Adults explicitly identify the values in practice (1.1C, 1.4B)• Children can be seen demonstrating the values (e.g. persevering with their learning) (1.2E)
Values School Specific	
Environment The learning environment, underpinned by positive relationships, is a safe place where children feel valued,	<ul style="list-style-type: none">• The classroom is tidy and safe (1.1A)• The learning environment is purposeful as a result of clearly established routines (1.7A)• The environment celebrates all children's learning and positive behaviours (1.1A, 1.7B)• The classroom includes examples of the aspirational standard (1.1C)

secure and are empowered to learn.	<ul style="list-style-type: none"> Displays, resources and organisation enable the current learning process (e.g. working walls, seating arrangements) Children can be seen contributing to and using the learning environment to progress their learning Through positive interactions, children are confident to contribute and question during a lesson (P1.1A) Teaching staff employ mindful language to establish the correct climate for learning (P1.1A)
Environment School Specific	
Teaching & Learning Teaching is engaging, reflective and is adapted to meet the needs of all children through use of effective feedback. As a result, learning is deep, meaningful and sustained.	<ul style="list-style-type: none"> Teachers are accountable for the outcomes of <u>all</u> pupils in their class (P3A, 1.2A) Teaching staff demonstrate high expectations for all pupils (1.1B) Planning is based on children's current learning needs (1.2B, 1.4E, 1.5D) Teaching staff are clear on the intended learning outcomes and design lessons accordingly (1.4A) Teachers design each lesson as a step within a wider learning journey All children are able to access the learning and are appropriately challenged by the teaching (1.1B, 1.5A, 1.5C) A range of appropriate teaching strategies are used to secure children's progress (e.g. questioning, modelling (including modelling of resources), explanation etc) (1.2D, 1.3E, 1.5A, 1.5B) Teaching staff use ongoing assessment (AfL strategies) effectively within a lesson to respond and adapt to the needs of the learners to ensure they all make the necessary progress (e.g. observations, feedback from the learners including their work, 'read the room') (1.6A, 1.6B, 1.6D) Teachers collect feedback in a variety of ways to ensure they ascertain the understanding levels of all children (1.4D, 1.6B) Other adults are effectively informed and deployed throughout the session to positively impact on children's learning (1.8C) Teaching staff make meaningful links between previous and subsequent learning (1.7C, 1.6C) Teaching staff provide children with purposeful, timely feedback to move their learning on (e.g. oral and written feedback) (1.2C)
Teaching and Learning School Specific	
Teaching Staff have high expectations of all pupils and themselves, reflecting on their own practices.	<ul style="list-style-type: none"> Teaching staff engage in CPD opportunities and can articulate and evidence the impact (P3C, 1.8D) Teachers are proactive with their own development (P3C) Teaching staff use feedback to inform their practice (1.8D) Teaching staff accurately self-reflect and use this to inform their practice (1.4D) Teaching staff demonstrate deep knowledge and understanding of the subjects they teach (P3B, 1.3A, 1.3B, 1.3C) Teaching staff build positive relationships with adults and children, being sensitive to individual needs (P2A, 1.8B, 1.8E, 1.7D)
Teaching Staff School Specific	
Children are curious, resilient and motivated to learn, demonstrating effective learning behaviours, empowering them to achieve their full potential.	<ul style="list-style-type: none"> Children can understand and clearly articulate their learning intentions and how to achieve them Children understand the purpose of their learning and how it fits into a wider, authentic context Children are given time to reflect on their learning and can use feedback (teacher, self, peer) to move their learning forward (1.2C, 1.6D) Children demonstrate that they can learn from mistakes and seek alternative, more effective methods Children demonstrate effective learning behaviours when they are stuck or require further challenge

	<ul style="list-style-type: none"> Children take responsibility for their learning by actively engaging in the lesson Children can confidently apply their learning in the lesson and to different contexts Children take pride in their learning which is reflected in high outcomes (e.g. books, art work, performances)
Children School Specific	

All the other factors need to be in place for the

children to be able to the best possible versions of themselves.

***For further information regarding Teaching and Learning please contact:
Laura Wookey lwookey@flyinghightrust.co.uk***

Contact details for the Central Trust Team:

Name	Role	Email	Phone
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Tom Isherwood	Lead Practitioner: Maths	tisherwood@flyinghightrust.co.uk	0115 989 1915
Nick Layfield	Project Manager and Company Secretary	nlayfield@flyinghightrust.co.uk	07375 513010
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Susanna Russell	Inspiring Leaders & NETS Programme Manager	srussell@flyinghightrust.co.uk	0115 989 1913
Julie Thain	Teaching School Coordinator	jthain@flyinghightrust.co.uk	0115 989 1910
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Chris Wheatley	Chief Executive Officer	ceo@flyinghightrust.co.uk	07776 258 083
Cath Wilkes	Lead Practitioner: English	cwilkes@flyinghightrust.co.uk	0115 989 1915
Pete Wilkes	Director of Inclusion and Quality Assurance	pwilkes@flyinghightrust.co.uk	07817 060575
Laura Wookey	Lead Practitioner: Teaching and Learning	lwookey@flyinghightrust.co.uk	0115 989 1915