



THE PRIORY
LEARNING TRUST

‘Sharing the TPLT Vision’

including our Strategic

GO PLT

Plan 2019-20

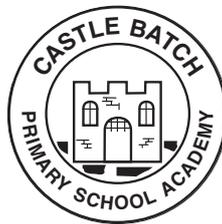
and our Scheme of Delegation

ONE TRUST - ONE TEAM





This document is our annual electronic document summing up our collective thinking as a Trust. It provides a place for our annual strategic plan, which really needs to be read and understood by all our staff. It is also a place for our updated Scheme of Delegation. It is a 'one stop shop' of some key documents. It will be loaded onto all academy websites and onto the central Priory Learning Trust (TPLT) website. I hope you find it both useful and interesting.



**STRONGER
TOGETHER**

ONE TRUST - ONE TEAM



ONE TRUST - ONE TEAM



Introduction – Neville Coles - Executive Principal

GO PLT is again our 2019-20 nomenclature - we change Team (T) for TPLT Business. The P is now People and Teams.

- **Governance**
- **Outcomes**
- **People and Teams**
- **Limited but Ambitious Growth**
- **TPLT Business**

Everyone should be able to describe the **GO PLT** outline across TPLT. Each academy should interpret these strategic goals through their own Academy Improvement Plan. The focus at academy level must be on developing **people / teams** and producing **great outcomes**.

The whole point of a Multi-Academy Trust is to provide better and more cost-efficient opportunities and outcomes for our students and staff. Our Trust will continue to put **STUDENTS FIRST** and **CHERISH STAFF**. We understand in 2019-20 that we are a fledgling Trust - we will learn from errors and seize collaborative opportunities.

TPLT metrics

1. Academy Council / council governance is at least good in all of our established academies (at least two years in the MAT). Judged by annual external review of governance.
2. All of our established academies are at least 'good'. Judged by most recent OfSTED inspection.
3. Data shows that we are among top 25% of MATs in country with each secondary P8 score of at least + 0.2. Primary metrics ensure we are top 25%. Judged by examination results at the end of school year and IDSR.
4. We have attendance and exclusion rates, which are better than national averages. Judged annually by external review. Judged by top two quintiles on IDSR.
5. Student admission figures - we are full in all year groups. Judged by September intakes.
6. We add to 'the system'. TPLT Teaching School Alliance (TSA) has filled all our ITT places annually. We focus our TSA work on ITT and Schools Direct. We do not replicate TSA work in our region. Judged by annual review - simple data of places filled. We look outward and assist other academies / schools.
7. Our financial picture is strong. Judged by the annual auditor's report and through benchmarking using Curriculum Led Financial Planning (CLFP) models.
8. All our people are fully aware of the value of the MAT and can see tangible benefits from services provided. Judged by annual surveys in 2019-20.
9. We have RSC approval for further measured MAT growth. Judged by annual review at RSC.
10. Sites further developed across TPLT in accordance with TPLT SCA development plan. Judged by development plan success.

ONE TRUST - ONE TEAM

As of April 2019, The Priory Learning Trust (TPLT) is a Multi-Academy Trust of six academies. The age range is from 2 - 19 years. We have moved in 12 months from two academies to six academies. From September we will have 680 staff with over 5,000 students.

TPLT Numbers on Roll

14 March 2019

	CBPSA	SACA WEST WICK	SACA HEWISH	PCSA	WCSA	TKASA	TLP TOTAL
RECEPTION	60	30	29				119
YEAR 1	60	32	29				121
YEAR 2	64	29	19				112
YEAR3	61	30	30				121
YEAR 4	65	30	28				123
YEAR 5	62		30				92
YEAR 6	62		30				92
YEAR 7				302	289	229	820
YEAR 8				257	276	224	757
YEAR 9				256	292	228	776
YEAR 10				255	281	214	750
YEAR 11				256	246	221	723
YEAR 12						56	56
YEAR 13						49	49
	434	151	195	1326	1384	1221	4711

Pawlett Primary School Academy currently has 53 on roll.

Little Learners (118) and Priory Pre-School (45)

A piece for all our stakeholders - Neville Coles

Keeping Outcomes for Children central to what we do

First of all, **thank you** for your great work and help with The Priory Learning Trust's (TPLT) academies during this past year. **THANK YOU FOR YOUR SUPPORT OF OUR GROWING TRUST.**

As of April 2019, we are 6 academies with 4,711 students and 680 staff with 285 teachers. We aim to grow further in 2019-20. We estimate, with the growing numbers at WCSA, TKASA Sixth, PCSA and St Anne's we will be educating over 5,000 come September 2019. I am really pleased with our measured growth since establishing our MAT in 2016. We must keep outcomes for children at the centre of all that we do. We all must have a very clear understanding that this is what we are about - ***we are about getting great outcomes for students; these outcomes will result from all we do each day and every day.***

TPLT has expanded in 2018-19 from four to six academies. It was only in October 2018 that we welcomed our third secondary academy - The King Alfred School, (TKASA), Highbridge, Somerset into the group. TKASA is now firmly established within TPLT and it seems strange to note that transfer happened only last October. Trustees also formally agreed in April 2019 to welcome our third primary school - Pawlett Primary School Academy, again in Somerset. We have age ranges now from nursery to post 16. Our annual turnover is £26million including our Capital Improvement Fund (CIF) bids. A group of academies represents huge responsibilities, but they also offer great opportunities, not least, for the professional development of staff. This is already evident with healthy staff numbers opting to work and develop their careers within TPLT academies - **STUDENTS FIRST** and **CHERISHING STAFF** remain key themes for us.

For me the very best parts of the past year have been seeing colleagues from all our academies starting to enjoy **working together** - growing professionally and reducing workloads. This workload point is really significant - if done properly, our modular approach must reduce load, as will the smarter way of assessing student progress. This approach is very much led in academies by 'departmental' teams, where the leadership of the middle or 'central leader' is crucial. More work will follow this coming year on the work of our central / middle leaders, however, already several staff have also been part of our Middle Leader Development Programme. Professional growth opportunities are very important in our Trust. The modular approach is beginning to become embedded as are our 'development / alignment' groups, 'the fellowship' group and the HUB evenings. The Quality Assurance Framework is now established across all the academies and well known to Principals and Heads - SEND, Pupil Premium and Safeguarding - will remain annual vital themes.

ONE TRUST - ONE TEAM

In our academies the focus in 2019-20 must again be on the classroom and not on intervention. This must extend from primary through secondary. We must have great **FORMATIVE ASSESSMENT** in all our classrooms - leaders, tutors and classroom teachers are the key drivers of this change and success. Simply, we must want to see fewer simple hands-up questioning approaches this coming year and more deep thinking about feedback and the checking of learning. This can be through the use of mini whiteboards or great questioning - it must be done with enthusiasm through a **LEARN** structure. Pedagogy at both primary and secondary levels must be at the forefront of what we do. Our Teaching School Alliance (TSA) and our Directors / Specialist Leaders of Education (SLEs) will certainly be at the vanguard of these developments. Our three Directors, of maths, science and English will become even more our 'coaches'. These colleagues have a unique non-teaching role to lead and ensure great teaching happens each day. They will also look outside of TPLT to bring in new ideas. Recently, we have been asked to work with a Plymouth school and this will sensibly 'income generate'. I am delighted to note another 20+ School Direct trainees join us this coming September - this is a phenomenal achievement, which adds great capacity to our Trust. We are training the teachers of the future. In 2019-20 we have been fortunate enough to recruit even more potential primary teachers of the future. We will continue with our evening teaching and learning hubs - with even more staff development time for staff provided in 2019-20. For example, the end of the year (July 2020) presents three additional development days with a further development day ahead of the two-week break on Friday, October 18th.

Culture is so important. I miss the 'day to day' walking of a school and being on the gates each day. Although, I do treat myself sometimes to that privilege and will keep doing that as part of my role - leaders in academies **MUST** be **visible**. All leaders must be noticeable - in effect, keeping our children safe and supporting staff. We all must be **consistent** in what we do. I will certainly continue to run an 'open door' and 'open e-mail' policy. Please e-mail me, or come in to see me, at any time to discuss any aspect of our MAT. The central office is now firmly established at PCSA.

Please read this deliberately simple document. It is the 'strategic plan'. Good plans evolve and develop; I have a long-held view that with plans 'simpler the better' is the way to go. Our new plan charts the future of the Trust for 2019-20. I hope it will engage you quickly and simply. I (again) thank the ISOS Partnership and now Deborah Gidman for their great work in assisting with this year's plan. GO PLT is our mnemonic that we use so we all can describe (quickly) if asked what our Trust stands for - alongside STUDENTS FIRST / CHERISHING STAFF. For me our core theme is always going to be developing effective teaching and learning in our classrooms which leads to positive outcomes. We will continue to ensure we are in a good financial position. Student numbers will drive our financial picture in the right direction. **Thank you** to everyone for your great effort each day.

THANK YOU FOR BEING PART OF THE PRIORY LEARNING TRUST.

Neville

ONE TRUST - ONE TEAM

Our strategic aims are for strong **G**overnance, high **O**utcomes and great **P**eople and team development. We align this with **L**imited but ambitious growth – all underpinned by **T**PLT Business.

G-O-P-L-T

We must continue to ensure everyone 'buys into' making TPLT the very best MAT in the region. This is measured by our success through all metrics on page 4 of this document.

Presented below are some reasons about 'why' academies should be proud to be part of TPLT or join our MAT. We also outline here (as best we can) a list of 'services' provided by TPLT for our 'central recharge' - sometimes called a 'top slice' - see page 12.

On page 9 is the Trustees' statement on 'vision'. This was put together by our Trustees in 2016-17 and re-visited in February 2019.

TPLT has a website at www.priorylearningtrust.org.uk – where other key documents and key information can also be found. This plan is also shared there. Below are some extracts from the website.

The Priory Learning Trust is an Academy Trust, a charitable company with the sole purpose of maintaining and developing academies, to provide comprehensive and inclusive education for the public benefit, funded by the Department for Education.

The Trust is responsible for the following academies in Somerset and North Somerset:

- Priory Community School – an Academy
- Worle Community School – an Academy
- The King Alfred School – an Academy
- Castle Batch Primary School Academy
- St Anne's Church Academy
- Pawlett Primary School Academy

'The Priory Learning Trust is also a DfE approved sponsor of both primary and secondary schools'

The Priory Learning Trust provides an effective structure to ensure that academies achieve real benefits from collaboration and receive the support they need. Our culture of trust and openness fosters mutual support and continual improvement. Each academy in the Trust is led by its own Leadership Team and local Academy Council, comprising of Governors, who have the backing of the Trust to help them achieve the objectives for their academy.

The Priory Learning Trust is building a 'family' of like-minded schools, that collaborate to provide mutual support, share their good practice and learn from each other, whilst retaining and developing their own distinctive character.

ONE TRUST - ONE TEAM



Our Vision

The vision of The Priory Learning Trust (TPLT) is to develop happy, confident and successful young people. We put STUDENTS FIRST. Our underpinning values are respect for each other, creating an environment for successful learning and giving everyone the tools to maximise their potential. Our primary focus is providing great student outcomes whilst also thinking about the holistic welfare of our students. We are committed to social equality and the principles of fair access and opportunity. TPLT values and cherishes its employees. It is committed to staff development and to fair and transparent dealings with all employees. Employees are the most precious resource and they must be deployed for maximum gain for our students and their welfare. We intend to wisely grow our family of schools. There will be measured growth as we must maintain outstanding outcomes. Growth, therefore, will be planned. We will extend our education business services to support great teaching and learning. All schools will deliver a modular curriculum that is relevant, forward-looking and balanced.

From TPLT Trustees' statement on mission, values, strategic vision and direction February 2019



Angelos Markoutsas
Principal PCSA

✉ angelos.markoutsas@pcsa.org.uk



Jacqui Scott
Principal WCSA

✉ jscott@worle-school.org.uk



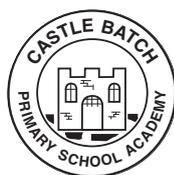
Nathan Jenkins
Principal TKASA

✉ njenkins@tkasa.org.uk



Lisa Dadds - Headteacher
St Anne's Church Academy

✉ lisa.dadds@stannesprimaryschool.co.uk



Vicky Dupras - Headteacher
Castle Batch Primary School Academy

✉ vicky.dupras@staff.castlebatch.n-somerset.sch.uk



Emma Barker - Head of School
Pawlett Primary School Academy

✉ Emma.Barker@ppsa.theplt.org.uk

ONE TRUST - ONE TEAM

EQUALITIES

The Priory Learning Trust is committed to equal opportunity and values diversity. We will challenge prejudice and intolerance and seek to eliminate discrimination.

The promotion of equality of opportunity is in the best interests of our staff, students and the wider community, and is also in the best interest of the Trust, so that we recruit and develop the best people for our jobs and benefit from the diversity it brings.

Our Equalities Policy can be found on our website.



GROWING TPLT – our Trustees’ thinking ...

OUR AMBITIONS FOR GROWTH

Underpinning Statements and Principles

- TPLT has the aspiration and appetite to grow
- We have a model for school Improvement
- We have a Central Team that provides capacity and a model for growth
- Both these models have proved they work and they can be scaled up quickly
- Expansion will take place within a structure of HUBs. Expansion will not normally be considered based on a single outlier academy or maintained school
- A HUB comprises a minimum of one secondary school with its satellite/feeder primaries

ONE TRUST - ONE TEAM

- New HUBs will be considered initially anywhere in the SW (Somerset, Wiltshire, Gloucestershire, Devon, Dorset). TPLT is not "City" orientated
- We desire to develop our existing, local HUBs. In practical terms, any feeder/satellite primaries to our secondaries, including schools grouped in Federations or MATs
- We are keen to be involved with new builds that would fall within existing HUBs, or even forming the basis of a new HUB
- We welcome the concept of merger with other MATs
- Our initial, self-imposed limit of geographically "local" has been reviewed. We believe the HUB model allows development of a defined group of schools serving and identifying with their local community

WHY?

It's in our DNA, our Culture.

- We aspire to improve outcomes for students through the energy created by removing artificial barriers to education from 3 to 19 or 3 to 16
- We wish to be the Employer of Choice for those in or hoping to be in education. This means, providing career opportunities for all our employees and specifically a reduction in unnecessary teacher workload (through aligned curriculum, resources, assessment and reporting)
- We have the drive to provide efficient, effective and high-quality education support services and value for money
- TPLT is a great "product" and we want to develop and share it

CRYSTAL BALL!

What will TPLT look like in 3 years' time?

- A Weston-super-Mare HUB: PCSA, WCSA, SACA. CB, plus other feeder primaries either through acquisition or merger
- A Highbridge HUB: TKASA (including the 6th Form), one more secondary, Pawlett, plus other feeder primaries, through acquisition or merger
- A Third HUB: (Location? The SW. Advice from RSC? Use of CEO/EP networks)
- A fourth HUB: (see above)

SUPPORTING OUR ACADEMIES

How we support our academies ...

Our Trust believes that academies should be run by, and their improvement driven by, their staff led by their Leadership Team and Academy Council. Our Trust will provide the support and infrastructure the academies need to enable them to develop leadership and Academy Council to achieve their objectives for their academy.

Our Trust and its academies will work in partnership, within a culture of openness. We will promote honest and transparent dialogue with and between academies, and academy-to-academy collaboration to ensure academies receive the support they need. The school's Leadership Team and Academy Council will take responsibility for the academy's educational and financial performance and developing their academy's individual character - within agreed Trust wide policies and practices.

Our Trust will aim for delegation to each academy's Leadership Team and Academy Council, only qualifying that where necessary for the Trust to fulfil its statutory duties and to ensure school improvement. In exercising their delegated authority, the Principal / Headteacher / Academy Council shall have regard to the agreed policies and procedures of the Trust and any views of the Trustees and Central Team.

Academies in The Priory Learning Trust will need to act in accordance with the agreed policies and procedures of the Trust, which themselves must be in accordance with the Funding Agreements and Articles of Association of the Trust.

The Trust takes an agreed percentage from each academy's budget to enable it to carry out its statutory responsibilities and provide core services to the academies in the Trust, including:

- Audit, filing accounts, reporting to the DfE (individual academies do not need to do this)
- Clerking and administrative support to the Academy Council
- Monitoring academy performance and reporting to the Board of Trustees
- Performance management of Principals / Headteachers on behalf of Trustees and in support of Academy Council
- Regular liaison and communication between Trust Board and the academy / Academy Councils
- Promoting and facilitating collaboration and joint working between academies
- School improvement - advice and guidance from specialist experts, regular meetings, immediate support by phone / email
- Brokering academy to academy support as required by any academy, directing support where required to ensure school improvement
- Finance - advice and support on budget planning, monitoring, purchasing, capital projects etc

ONE TRUST - ONE TEAM

- HR and payroll - payment of staff, support in resolving HR issues
- Recruitment advice and support
- Admissions - establishing and consulting on admissions arrangements and administering appeals
- Supporting staff training and development.
- Insurance
- Policies and procedures - support for the development and review of policies and procedures including the provision of model policies
- Governance - information and advice to the Academy Council and clerk, coordination of governor training and development
- Communications, web / e-presence and publications
- Pupil services including curriculum support, data tracking, numeracy and literacy intervention, timetabling
- Finance services, capital planning applications
- Supporting admissions
- SEND

Specifically, to ensure that the Trust can carry out its statutory responsibilities for academy improvement, financial monitoring and audit, and as an employer, academies in The Priory Learning Trust will need to:

- Ensure its local governance is in line with and supports the policies and procedures of the Trust
- Participate in our Trust's monitoring and support arrangements in relation to academy finances and student outcomes

Academies in the Trust will be expected to be open and honest about their challenges and to embrace a collaborative approach to improvement, taking responsibility for their performance, accepting the support they need and helping and supporting others where they are able to.

The academy is responsible for ensuring the Trust receives the information it requires to carry out its responsibilities. If an academy joining our Trust uses different systems, the academy will over time move into line with our Trust procedures, on a plan and timetable agreed between the academy and the Central Team.

Academies will be expected to engage with the Central Team in reviewing their policies and procedures to ensure they meet legislative requirements and are effective and represent best practice. The Central Team will support academies in updating their policies and procedures and sharing experience and good practice, and will maintain a set of model policies and provide policy advice to academies.

A summary of the central services available to academies within the Trust is included at Annex 2.

Purpose of this strategic plan and how it was developed

The plan is intended to provide a simple overview of the areas of work and priorities under each strand. More detailed plans and supporting documentation sit below this plan for each Strand. The strategic plan is intended to be a living document that will allow us to review our progress over the course of the next year. It is a document which we will keep coming back to. We will refresh it on an annual basis.

This version of the plan is our plan for academic year 2019-20. It was updated following a workshop held on the 15th March 2019 with Trustees, members of the Central Team and representatives from Academies.

GO PLT

We have updated and simplified the action plan this year to refocus on five core priorities still based on the acronym GO PLT.

The strands are led by the following individuals:

Governance is strong

Dr. Barry Wratten

Outcomes to be great

Neville Coles

People and Teams

Denise Hurr

Limited but Ambitious Growth

Dr. Barry Wratten

TPLT Business

Chief Operations Officer (COO)

The five priorities are underpinned by our collective work around Marketing, Culture and Careers where we have developed short 'statements of intent' to capture our planned ongoing work.



STRATEGIC PLAN

1. Strong Governance

What would success look like in three years' time?

- We will have developed a governance model that works for our current size but is flexible enough to adjust to future growth
- We will have revised the Scheme of Delegation and all parties will be clear about the accountabilities of Trustees as a result
- The dispersal of responsibilities and limits of such will be clear so Academy Councils understand Trustee and their own responsibilities
- Expectations of Trustees interactions with stakeholders across the Trust will be clear to everyone across the Trust

What are the main strands of work?	What are the key actions we need to take?	Ownership	Timing
Implement new Scheme of Delegation	<ul style="list-style-type: none"> • Final drafts of Scheme of Delegation shared and final version agreed • Agree triggers for withdrawal of delegation • Determine meeting structure for Trustees and Academy Councils 	Barry Wratten	Sept '19
Develop a skills and recruitment plan	<ul style="list-style-type: none"> • Develop a 2-5 year plan that sets out likely governance needs • Trial dummy run of 'succession planning' with interim solution for new Chair of Trust Board whilst develop skills profile for new chair for next 4-5 years • Maintain list of individuals who maybe interested in future roles 	Barry Wratten	Sept '19
Strengthen engagement and communications	<ul style="list-style-type: none"> • Use new meeting structure for Trustees and Academy Councils to debate and consider issues raised by Central Team • Ensure stakeholders across the Trust have regular opportunities to interact with Trustees • Ensure Trustee and Academy Council role is clearly explained to academies joining the Trust 	Barry Wratten	Ongoing

STRATEGIC PLAN

2. Great Outcomes

What would success look like in three years' time?

- We will be within the top 25% of MATs nationally for outcomes and they will be improving at every key stage
- All schools within the MAT will be showing year-on-year improved outcomes for all pupils within 3 years of joining the MAT
- The gap for all vulnerable groups across the Trust - Pupil Premium/Boys/Most Able/SEND - will be closed
- We will have enhanced educational outcomes for pre-school children in our community

What are the main strands of work?	What are the key actions we need to take?	Ownership	Timing
Transparent use of data to achieve positive progress measures in all academies	<ul style="list-style-type: none"> • Further develop the TPLT data sets for all academies so it is easily understood by all • Ensure consistency in sharing information with key stakeholders of the progress toward predictions and targets and any required intervention • Strengthen the tracking, monitoring and accountability by Central Leaders especially in key areas of Pupil Premium and SEND students • Central Team and academies intervene swiftly in areas causing concern 	Neville Coles Subject Directors	Ongoing
Develop understanding of our QA and Improvement Cycles	<ul style="list-style-type: none"> • Rigorous 3 x a year Primary and Secondary 'Scrutiny Panels' held with Principals and Governors • Termly Academy Improvement Meetings focus on current data picture with each academy identifying support required • Central Team Quality Assurance programme fully in place through accepted annual cycle • Ensure our academies internal Quality Assurance processes are robust and all information is shared with key stakeholders (Governors) 	Neville Coles Subject Directors	Ongoing

STRATEGIC PLAN

What are the main strands of work?	What are the key actions we need to take?	Ownership	Timing
<p>Continue to build capacity for 'outcome improvement'</p>	<ul style="list-style-type: none"> • Focus on use of 'Leadership Line' within TSA work and in academies • Define the system for the deployment of the Directors and SLEs • Determine again the timetable and content for Hub meetings for both Secondary & Primary academies • Continue to develop and embed the curriculum role of the Vice-Principals and the RSLs in secondary academies • Internal CPD specific training programmes for Leadership Teams and Central Leaders enable them to interrogate the data and advise on the next actions in the short, medium and long term 	<p>Denise Hurr</p> <p>Subject Directors</p>	<p>Sept 19</p>
<p>Alignment across the trust</p>	<ul style="list-style-type: none"> • Determine the 'central' alignment groups and leads of groups - conduct, attendance, curriculum, primary, transition and non-core (DT and Humanities) • Agree the remit and key performance indicators for each 'Hub Group' in the secondary schools • Establish the Primary Strategy Group and determine remit and key performance indicators • Accelerate the progress being made through primary alignment • Ensure that all Academy Council meetings provide aligned support and challenge to Principals in line with Scheme of Delegation • Reading and coaching the15s programme in each academy 	<p>Neville Coles</p> <p>Denise Hurr</p> <p>Subject Directors</p> <p>Principals</p>	<p>Ongoing</p>

STRATEGIC PLAN

What are the main strands of work?	What are the key actions we need to take?	Ownership	Timing
Developing high quality provision in English, maths and science	<ul style="list-style-type: none"> • Ensure the provision of high-quality teaching, learning and interventions • Accelerate progress and outcomes in all academies • Ensure that the PP strategy and interventions are effective in accelerating progress and attainment for PP students • Provide coaching model for all subjects and leaders to ensure outstanding practice at all times 	Neville Coles	Ongoing
Develop high quality pre-school provision	<ul style="list-style-type: none"> • Align and enhance pre-school provision across TPLT for children, families and our staff • Audit current pre-school provision across TPLT • Create a pre-school provision strategy 	Lisa Dadds Helen Burge	Ongoing



STRATEGIC PLAN

3. People and Team Development

What would success look like in three years' time?

- Appraisal and coaching a high priority - valued by all
- All staff will know about the opportunities for professional development and progression across the Trust
- Teaching School adding value through numerous School Direct recruits (20 per year)
- HR is centralised, effective, robust and rigorous

What are the main strands of work?	What are the key actions we need to take?	Ownership	Timing
<p>Teaching School - even greater communication and all staff have greater knowledge of TSA's work across Trust</p> <p>Teachers provided - especially in core areas</p>	<ul style="list-style-type: none"> • Continue to grow School Direct places and ensure quality experience • TSA recruits 20 per annum to train and up to 15 join TPLT • Professional opportunities widely advertised and staff fully aware of programs through weekly bulletin on Daily Briefs • Apprenticeship programmes extended and 'known to all' • Support Staff CPD needs analysed and continue with AABM development • New TSA Centre established at PCSA 	<p>Denise Hurr</p> <p>Tricia Brabham</p>	Ongoing
<p>One coaching model adopted and implemented - especially middle leaders and core areas of need from outcomes</p> <p>Appraisal Streamlined</p>	<ul style="list-style-type: none"> • Appraisal system streamlined to booklet • Appraisal deadlines relentlessly met • A model of coaching across the Trust is established - Coaching 15s • Coaching and professional development is linked to Trust priorities - with Teaching Staff it is in area of MIDDLE / CENTRAL LEADERS / BOYS and HAS (HIGHER ATTAINING STUDENTS) 	<p>Danni Laing</p> <p>Neville Coles</p> <p>Denise Hurr</p> <p>Subject Directors</p> <p>Principals</p>	Ongoing

STRATEGIC PLAN

What are the main strands of work?	What are the key actions we need to take?	Ownership	Timing
<p>HR Centralised</p>	<ul style="list-style-type: none"> • HR located at PCSA as ONE TEAM for TPLT • Implement new support staff pay scale • Implement centralised induction processes for all staff joining the Trust • Ensure HR processes support talent management - mobility valued • Investigate HR systems for MATs inc. recruitment which link with Finance by Aug '19 • Understand implications of new HR system by March 2020 • Implement new HR system and structure by September 2020 • Establish single payroll by Sept 2020 	<p>COO</p> <p>Danni Laing</p>	<p>All by September 2020 or earlier</p>



STRATEGIC PLAN

4. Limited but Ambitious Growth

What would success look like in three years' time?

- We have set out our aspiration and appetite for growth and explored all potential opportunities for growth (expansion, new builds, MAT mergers)
- If we expand, we will look to a 'Hub model' with a minimum of one secondary and then feeder primary schools. We will not normally expand by taking on single outlier academies or maintained schools
- We have a model for school improvement, a Central Team that provides capacity needed for growth
- We have a strong working relationship with the RSC office - we are strong enough to say "No" and brave enough to say "Yes"

What are the main strands of work?	What are the key actions we need to take?	Ownership	Timing
Set ambition for growth with RSC	<ul style="list-style-type: none"> • Share and involve RSC in developing the growth plan • Identify potential opportunities for growth across the region including expansion or development of new HUBs through acquisition or mergers • Actively seek new relationships/networks to support growth strategy 	Barry Wratten Neville Coles	Ongoing
Develop plan for future growth	<ul style="list-style-type: none"> • Establish guidelines on school improvement capacity needed to support future growth • Establish a staffing plan to ensure Trust can deliver school improvement across additional schools • Analyse the Central Team capacity required to support future growth 	Barry Wratten Neville Coles	January 2020
Set process for future growth	<ul style="list-style-type: none"> • Create a consistent approach to due diligence of new opportunities • Agree an approach to risk-benefit analysis to support enterprising growth • Agree decision making process amongst Central Team and Trustees for analysing and deciding on new opportunities 	Barry Wratten	Ongoing

STRATEGIC PLAN

5. TPLT Business

What would success look like in three years' time?

- Trust wide plan for developing Estates has established greater consistency and alignment of style across all Trust sites
- We've become an expert on digital capacity and are using this in all our processes
- We've become a beacon of best practice for auditing purposes
- We are clear what we need to do to support further growth in the Trust

What are the main strands of work?	What are the key actions we need to take?	Ownership	Timing
Site management	• Establish list of baseline for site expectations	COO	Aug 2019
	• Audit all academy sites against baseline to identify gaps	Mike Bull	Jan 2020
	• Analyse cost of closing gaps across all sites	Site Teams	March 2020
	• Implement Trust wide strategy to close gaps		Summer 2020
Finance and HR "One system"	• Investigate finance and HR systems for MATs (including VAT digitalisation and recruitment) with view to recommending appropriate system for TPLT	COO	Aug 2019
	• Research and understand implications of implementing new finance and HR system	Mark Antoine	
	• Implement new finance and HR system and align structures	Finance Teams	March 2020
	• Establish single bank account and single payroll	HR Teams	Sept 2020
IT	• Audit all school networks	COO	Aug 2019
	• Reporting line for Network Managers aligned to report to Director of IT		Aug 2019
	• Analyse gaps across network and costs of closing gap	Simon Merrick	March 2020
	• Implement site connectivity across the Trust	IT Teams	April 2020
	• Implement Information Security policy		August 2020

Careers, Culture and Marketing

In addition to the five priorities, there are three underpinning strands of work across the Trust that we will continue to take forward:

Strengthen our Trust wide Careers Offer - led by James Wilmot

- Continue to deliver and develop the careers offer at TKASA ensuring that it develops a strong calendar on an equal par with WCSA and PCSA
- Ensure that all schools build and maintain strong relations with local FE providers and other stakeholders to provide a wide range of progression options for students
- Continue to develop alumni networks to engage with students to raise aspirations
- Maintain awareness of Gatsby benchmarks to ensure compliance across the trust. Particular focus will be on Gatsby 4 (Careers in the curriculum) and Gatsby 8 (level 6 careers qualification) next year
- Work to support TPLT primary schools with aspirational and fun activities before progressing to a full calendar of events and activities from Year 7-13
- Ensure that tent pole activities such as work experience week, college taster days and mock interviews continue to run successfully at PCSA and WCSA as well as being successfully rolled out at TKASA
- Continue to provide clear parent, staff and student communications promoting events and activities in a positive way to ensure maximum participation and impact



ONE TRUST - ONE TEAM

Continue to develop our One Team Culture - led by Neville Coles

- Continue to ensure that all stakeholders have a weekly 'blog' from the Executive Principal with a main thrust of ONE TEAM
- Challenge all 'language' used across our Trust that talks of 'The Trust' in the third party; we are all ONE TRUST
- Continue to promote Friday Phone Calls and encourage ALL staff to become involved in many weekly celebrations of success across TPLT - a praise culture
- Ensure in activities such as appraisal that all set deadlines are met with 'no excuses'
- Ensure all teaching staff and Central Leaders know why we are aligning the curriculum - the need to be mindful of workload
- Promote actively a charity strand to our work involving a yearly event which involves as many TPLT staff as possible
- Ensure the annual surveys involving all staff, all students, and all parents are undertaken - actions are developed from surveys

Continue to develop our marketing activity - led by Liz Davis

- Continue to develop student success stories and promote them widely across all media, social, press and television
- Continue to produce 'The Post' Good News magazine 3 times per year
- Continue to develop Jill Dando News Centres in every academy so students tell their own stories of success
- Promote the brand of the Trust to parents and local community
- Develop our digital presence to shrink the advertising budget
- Continue to develop creative PR campaigns and projects
- Continue to support a single point of contact in each academy



SCHEME OF DELEGATION

Governance

We completed a review of our Governance structures during 2018-19 and have published a new scheme of delegation – attached later in this document – annex 1. It has been communicated to Academy Councils (ACs) through Trustee visits to AC meetings. It is intended to set out clearly the very distinct roles of Members, Trustees and Governors. Trustees will be working closely with Academy Councils over the coming year to implement the new scheme of delegation fully.

Annex 1: Scheme of Delegation: Key Function Matrix

Date of approval: July 2019

Review Date: July 2020

Any interim amendments **prior to** the Review Date:

Task/Function Numbers and Dates of amendment:

On whose authority (identify No. and Trustee/Meeting):

[Only the Clerk to the Trustees is permitted to alter this document]

Key:

Within the Priory Learning Trust, different responsibilities will require different elements to act in different ways regarding individual tasks or functions. To clarify by which tier a decision is to be made, any limits to delegation and what is expected of other stakeholders, the body responsible is indicated by a tick ✓ and how others are required to interact with this element is indicated by a code relating to an action or response. The ✓ indicates responsibility not only for undertaking the task/function but also for reporting on the outcomes/effectiveness of the task/function and developing amendments, improvements or changes.

- Issues relating to church schools are asterisked [*] under Task/Function. The Diocese of Bath and Wells had the right to approve the first Scheme of Delegation; any subsequent changes will also be referred to the Diocese for approval. [A Memorandum of Understanding between the Diocese and the Trust sets in more detail out how the parties should behave in fulfilling their duties to each other.]
- **The Trustees reserve the right and authority to suspend or withdraw delegation for specific tasks/functions or for the all tasks/functions set out in this Scheme for a given period or until they reverse their decision. Although this would be a final step after requests or demands for action on behalf of the stakeholder and after due warning, the circumstances of suspension or withdrawal are set out in Annex A to this Scheme of Delegation**

SCHEME OF DELEGATION

- In this document the actions required have the following meanings and are shown by the following colours and abbreviations:

- **Cmpy:** Comply; the individual/group will follow agreed policies and procedures.
- **Rtfy:** Ratify; Trustees, for the whole Trust (i) or Academy Councils for their Academy (ii) give formal consent to a decision/recommendation made elsewhere, making it officially valid. The Trustees/Academy Councils reserve the right to withhold ratification.
- **Detm:** Determine; primary responsibility for ensuring the particular task is completed and determining how the Trust and/or Academies should undertake the task, including determining appropriate milestones and targets against which to report.
- **Delr:** Deliver; the individual/group has responsibility for undertaking a particular task delegated to them and reporting on its delivery at agreed intervals. The Central Team will report to Trustees; Principals will report to Academy Councils and, if required to do so, the EP.
- **Cons:** Consult; the individual/group will be consulted as part of the process of completing a particular task.
- **Recd:** Recommend; individuals/groups to make recommendations as to how a particular task should be completed:
 - (i) the EP or COO will make recommendations to the Trustees and/or Academy Councils (as appropriate);
 - (ii) the Academy Council(s) will make recommendations in relation to their school to the Trustees, EP and/or Principal (as appropriate);
 - (iii) a Principal will make recommendations in relation to their school to the EP and/or Academy Council (as appropriate).
- **Rept:** Report: the individual/group will report on how a particular task is progressing (nb the reporting structure is the same as that for Rec/Recommend (above)).
- **Revw:** Review; the individual/group that has responsibility for reviewing whether a particular task/function is being carried out satisfactorily and, where appropriate, requiring action to be taken to ensure the task/function is delivered appropriately:
 - (i) the Trustees will review the EP and/or Academy Council (as appropriate - the latter with the advice of the Central Team);
 - (ii) the EP will review the Principal on behalf of the Trustees;
 - (iii) the Academy Council will review the Principal and their leadership team, taking advice from the EP.

SCHEME OF DELEGATION

Governance

Task/Function	Members	Trustees	A/Cs	CT	Principals
1 Review and amend the Trust's [*] Articles of Association	✓	Cons		Cons	
2 Change the name of the Trust [*]	✓	Cons Recd (i)		Cons	
3 Wind up the Trust [*]	✓	Cons Recd (i)		Cons	
4 Appoint and remove Trustees [*]	✓	Cons Recd (i)		Cons	
5 Determine the educational character, mission and ethos of the Trust [*]		✓	Cmpy	Cons Recd (i)	Cmpy
6 Make changes to the Scheme of Governance, Scheme of Delegation, Scheme of Financial Delegation and policies of the Trust		✓	Cons	Delr Recd (i)	
7 Appoint the Company Secretary and Clerk to the Trustees		✓		Cons Recd (i)	
8 Determine the division of executive responsibilities between the Trustees, Executive Principal and COO		✓		Cons Cmpy	
9 Confirm the appointment of the Chair and Vice Chair of the Board of Trustees	✓	Cons Recd (i) Delr Detm		Cons	
10 Appoint the Chair and Vice Chair of any subcommittee of the Board of Trustees		✓	Cons Recd (ii)	Cons	
11 Appoint and remove Academy Governors		✓	Cons Recd (ii)	Cons	Cons
12 Elect and have confirmed the appointment a Chair and Vice Chair of the Academy Council		Cons Rtfy	✓		Cons
13 Obtain legal / professional / advice on behalf of the Trust and academies [*]		Rtfy(i)		✓	
14 Obtain investment advice on behalf of the Trust and academies		Rtfy(i)		✓	
15 Monitor and respond to risk in accordance with Charities Statement of Recommended Practice FRS102		✓		Cons Recd (i)	
16 Approve Trust Policies		✓	Cons Recd (ii)	Cons Recd (i)	Recd (iii)
17 Implement Trust Policies			Cmpy	✓ (T)	✓ (A)
18 Monitor the implementation of Trust Policies		✓ (T)	✓ (A)	Cmpy Rept (i)	Cmpy
19 Approve Academy Policies			✓	Cons Recd (i)	Recd (iii)
20 Implement Academy Policies at their Academy			Detm	Revw	✓
21 Monitor the implementation of Academy Policies at their Academy			✓	Cons Recd (i)	Cmpy

Governance

SCHEME OF DELEGATION

Educational Performance & Curriculum

Educational Performance & Curriculum	Task/Function	Members	Trustees	A/Cs	CT	Principals	
	1 Propose and approve Trust Curriculum Policy			Rtfy (i)	Cons	✓	Cons
					Recd (ii)		Cmpy
	2 Propose and approve Trust Strategic Plan			Rtfy (i)	Cons	✓	Cons
					Recd (ii)		
	3 Review Trust Strategic Plan			✓	Cons	Revw Rept	Cons
					Recd (ii)		
	4 Propose and approve Academy Improvement Plan			Detm	Rtfy (ii)	Revw	✓
Rept							
Recd (i)							
5 Review progress against Academy Improvement Plan			Detm	✓	Revw	Cons	
					Rept		
					Recd (i)		
6 Make provision for daily collective worship [*]				Detm	Revw	✓	
					Rept		
					Recd (i)		
7 Approve times of Academy day and dates of Academy terms and holidays			✓	Cons	Cons	Cons	
				Recd (ii)		Recd (i)	Recd (iii)

Finance

Finance	Task/Function	Members	Trustees	A/Cs	CT	Principals	
	1 Sell, purchase, mortgage or charge any land in which the Trust has an interest [*]			✓		Cons	
						Recd (i)	
	2 Open and manage bank accounts for the Trust and its academies			Detm		✓	
	3 To act as signatory for a Trust bank account			Detm		✓	
	4 To act as signatory for their Academy bank account				Detm	Revw	✓
					Revw		
	5 Propose Trust budget for the financial year			Detm		✓	
6 Approve Trust budget for the financial year			✓		Cons		
					Recd (i)		
7 Propose revisions to Trust budget for the financial year			Revw	Cons	✓		
			Rtfy (i)				Recd (ii)
8 Propose an Academy budget for the financial year				Detm	Cons	✓	
				Recd (i)			
9 Submit to the Trustees an Academy budget for the financial year for approval			Rtfy	✓	Cons		
				Recd (i)			
10 Propose revisions to an Academy budget for the financial year for approval by Trustees			Rtfy	Detm	Cons	✓	
				Recd (ii)	Recd (i)		
11 To deploy effectively Pupil Premium at their Academy				✓	Cons	Delr	
				Recd (i)	Rev		

SCHEME OF DELEGATION

Finance

Finance	Task/Function	Members	Trustees	A/Cs	CT	Principals
	12 To monitor effective deployment of Pupil Premium across the Trust		✓	Revw Con Recd (ii)	Delr	Rept
	13 To receive, approve and publish Pupil Premium data for the Trust		✓		Delr	
	14 To enter into contracts within the terms of the Financial Scheme of Delegation		✓ (T)	✓ (A)	Recd (i) Delr	Recd (iii) Delr
	15 Make payments within the terms of the Financial Scheme of Delegation		Revw	Revw	✓ (T)	✓ (A)
	16 Propose, and where approved, implement financial and procurement policies for the Trust		Detm	Cons	✓	
	17 Approve and monitor financial and procurement policies for the Trust		✓		Rept (i)	
	18 Propose, and where approved, implement financial and procurement policies for their Academy which are consistent with those of the Trust			Detm	Cons	✓
	19 Approve and monitor financial and procurement policies for their Academy which are consistent with those of the Trust			✓	Revw Cons Recd (i)	Rept (iii)
	20 Appoint external auditors for the Trust	✓	Cmpy		Cons Recd (i)	
21 Appoint internal auditors for their Academy			✓	Cons Recd (i)	Cons Recd (iii)	

Human Resources

Human Resources	Task/Function	Members	Trustees	A/Cs	CT	Principals	
	SINGLE CENTRAL RECORD						
	1 Maintain Single Central Record for Trust		Detm Revw		✓		
	2 Maintain Single Central Record for their Academy			Detm Revw	Cons Recd (i)	✓	
	STAFFING STRUCTURES						
	3 Propose changes to the Trust/Central Team staffing structure		Detm	Cons (where appropriate)	✓	Cons (where appropriate)	
	4 Approve changes to the Trust/Central Team staffing structure		✓	Cons (where appropriate)	Cons Recd (i)		
	5 Propose changes to the Academy staffing structure			Cons Recd (i)	Rtly	✓	
	6 Approve changes to the Academy staffing structure				✓		

SCHEME OF DELEGATION

Human Resources

No.	Task/Function	Members	Trustees	A/Cs	CT	Principals
RECRUITMENT						
7	Appoint the Executive Principal in consultation with the Diocese Board of Education		✓	Cons	Cons	Cons
8	Appoint members of the Central Team		✓		Cons Recd (i)	
9	Appoint a Principal [* re VA schools]		✓	Cons Recd (ii)	Cons Recd (i) Delr	
10	Appoint Business Support Staff within academies				Cons Recd (i)	✓
11	Appoint teaching and learning staff within their Academy			Detm	Cons Recd (i)	✓
MANAGEMENT OF EP & COO						
12	Suspend, discipline and dismiss the Executive Principal or COO		✓		Cons (where appropriate)	
13	Manage an appeal by the Executive Principal or COO		✓			
ABSENCE REVIEW						
14	Manage absence at Stage 1 and 2 for Central Team, Principal and ABM				✓	Cons (where appropriate)
15	Manage appeals following absence Stage 1 and 2 for Central Team, Principal and ABM			✓	Cons (where appropriate)	
16	Dismiss due to absence at Stage 3 for Central Team, Principal and ABM [* re VA schools]		✓		Cons (where appropriate)	
17	Manage appeals following dismissal for absence Stage 3 for Central Team, Principal and ABM		✓		Cons (where appropriate)	
18	Manage absence at Stage 1 and 2 for academy staff				Cons (where appropriate)	✓ (Leadership team)
19	Manage appeals following absence warnings at Stage 1 and 2 for academy staff			✓	Cons (where appropriate)	
20	Dismiss due to absence at Stage 3 for Academy staff			✓	Cons (where appropriate)	
21	Manage appeals following dismissal for absence Stage 3 for Academy staff		✓		Cons (where appropriate)	
DISMISSALS - OTHER						
22	Dismiss in connection with unsuitability during a probationary period, end of fixed term contract and statutory bar or SOSR for Central Team, Principal and ABM [* re VA schools]		Cons (where appropriate)	Cons Recd (ii)	✓	Cons Recd (i)

SCHEME OF DELEGATION

Human Resources

No.Task/Function	Members	Trustees	A/Cs	CT	Principals
DISMISSALS - OTHER					
23 Dismiss in connection with unsuitability during a probationary period, end of fixed term contract and statutory bar or SOSR for staff within their Academy			Cons Recd (i)	Cons Recd (i)	✓
24 Manage appeals following dismissal for end of fixed term contract, statutory bar or SOSR for Central Team, Principal and staff within their Academy		✓ (T)	✓ (A)		
DISCIPLINARY					
25 Suspend, discipline and dismiss members of the Central Team		✓		Cons Recd (i)	
26 Manage an appeal by Central Team		✓		Cons (where appropriate)	
27 Suspend and discipline (warnings) a Principal [* re VA schools]			Cons Recd (i) Delr	✓	
28 Discipline, including dismissal a Principal [* re VA schools]		✓	Cons Rec (i) Delr	Con Rec (i) Delr	
29 Manage an appeal by a Principal [* re VA schools]		✓	Cons/ Recd (ii)	Cons Recd (i)	
30 Suspend and discipline (warnings) teaching and learning staff within their Academy			Detm	Cons Recd (i)	✓ (Leadership team)
31 Manage an appeal against a warning for teaching and learning staff within their Academy			✓	Cons Recd (i)	
32 Suspend and discipline or dismiss teaching and learning Staff within their Academy			✓	Cons Recd (i)	Cons Recd (iii) Delr
33 Manage an appeal against a dismissal by teaching and learning staff within their Academy		✓	Cons Recd (ii)	Cons Recd (i) Delr	
34 Suspend and discipline (warnings) Business Staff within Academy			Cons Recd (i) Delr	✓	Cons Recd (iii)
35 Suspend, discipline and dismiss Business Support Staff within academies			✓	Cons Recd (ii)	Cons Recd (iii)
36 Manage an appeal against a dismissal by Business Support Staff within academies		✓	Cons Recd (ii)	Cons Recd (i) Delr	

Human Resources

SCHEME OF DELEGATION

Human Resources

Human Resources	No. Task/Function	Members	Trustees	A/Cs	CT	Principals
	LEAVE OF ABSENCE OR SECONDMENT					
	38 Consider applications for secondment and leave of absence by Central Team Staff		✓		Cons Recd (i) (where appropriate)	
	39 Manage appeals relating to applications for secondment and leave of absence by Central Team staff		✓		Cons Recd (i) (where appropriate)	
	40 Consider applications for secondment and leave of absence by their Academy staff				Cons Recd (i)	✓
	41 Manage appeals relating to applications for secondment and leave of absence by their Academy staff			✓	Cons Recd (i)	Cons Recd (iii)

Complaints & Quality Assurance

Complaints & Quality Assurance	No. Task/Function	Members	Trustees	A/Cs	CT	Principals
		1 Liaise with OFSTED in respect of the Trust		Detm		✓
	2 Liaise with OFSTED in respect of their Academy			Detm	Cons Revw (ii)	✓
	3 Liaise with Department of Education in respect of the Trust		Detm		✓	
	4 Liaise with Department of Education in respect of their Academy			Detm	Cons Revw (ii)	✓
	5 Hear stakeholder complaints				✓ (T)	✓ (A)
	6 Hear stakeholder complaint appeals		✓ (T)	✓ (A)	Cons Recd (i)	Cons Recd (iii)
	7 Hear complaints against the Trustees	✓	Cons (where appropriate)		Cons Recd (i) Delr	
	8 Hear complaints against Academy Councils and Governors		✓	Cons (where appropriate)	Cons Recd Delr	Cons (where appropriate)
	9 Manage appeals by a Governor in respect of a complaint		✓	Cons (where appropriate)	Cons Recd (i) Delr	Cons (where appropriate)

Performance Management & Appraisal

	No. Task/Function	Members	Trustees	A/Cs	CT	Principals
		1 Manage and issue warnings due to capability to Central Team, Principal or ABM [* re VA schools]		Detm		✓
	2 Manage appeals following warnings due to capability to Central Team, Principal or ABM		✓		Cons Recd (i) Delr (where appropriate)	

SCHEME OF DELEGATION

Performance Management & Appraisal

Performance Management & Appraisal

No.	Task/Function	Members	Trustees	A/Cs	CT	Principals
3	Dismiss due to capability for Central Team, Principal or ABM [* re VA schools]		✓			
4	Manage appeals following dismissal due to capability for Central Team, Principal or ABM		✓			
5	Manage and issue warnings due to capability to Academy Leadership Team			Cons Recd (i)	Cons Recd (i)	✓
6	Manage appeals following warnings due to capability to Academy Leadership Team			Cons	✓	
7	Dismiss due to capability for Academy Leadership Team			Cons	✓	
8	Manage appeals following dismissal due to capability for Academy Leadership Team		✓			
9	Manage and issue warnings due to capability to Academy Teaching and Learning Staff				Cons Recd (iii)	✓
10	Manage appeals following warnings due to capability to Academy Teaching and Learning Staff				✓	Cons
11	Dismiss due to capability for Academy Teaching and Learning Staff			✓	Cons Recd (ii)	Cons Recd (i)
12	Manage appeals following dismissal due to capability for Academy Teaching and Learning Staff		✓		Cons (where appropriate)	
13	Manage and issue warnings due to capability to Academy Business Staff				Cons Recd (i)	✓ (ABM)
14	Manage appeals following warnings due to capability to Academy Business Staff				✓	Cons
15	Dismiss due to capability for Academy Business Staff				✓	Cons Recd (i)
16	Manage appeals following dismissal due to capability for Academy Business Staff		✓			
17	Undertake performance review/appraisal of Executive Principal		✓		Cmpy	
18	Undertake performance review/appraisal of Central Team Staff		Detm		✓	
19	* Undertake performance review/appraisal of Principals			✓*	Cons Recd (i) Delr	Cmpy
<p>*NB. With the need to disseminate good practice, PM/Appraisal of Principals will remain the duty of the EP for 2019-2020 and will be reviewed before 2020-2021</p>						
20	Undertake performance review/appraisal of Academy leadership team staff				Cons Recd (i)	✓
21	Undertake performance review/appraisal of non-leadership team teaching and learning staff				Cons	✓
22	Undertake performance review/appraisal of non-leadership team Business Support Staff				✓	Cons Recd (iii)

Pay

Pay	No. Task/Function	Members	Trustees	A/Cs	CT	Principals
	1 Determine the pay of the Executive Principal		✓		Cons (where appropriate)	
	2 Manage an appeal by the Executive Principal in respect of pay		✓		Cons (where appropriate)	
	3 Determine the Pay Scales for all Trust employees		✓		Cons Recd (i) Delr	
	4 Approve recommendations from the Principals for pay progression		Detm	✓	Cons Recd (i) Delr	Cons Recd (iii)
	5 Manage appeals against pay decisions by an Academy Council		✓	Cons Rept	Cons Recd (i) Delr	Cons Recd (iii)
	6 Approve the Executive Principal's recommendations for pay progression for members of the Central Team		✓		Cons Recd (i) Delr	
	7 Manage appeals against pay decisions for members of the Central Team		✓		Cons/ Recd (i) Delr (where appropriate)	

Premises/Insurance

Premises/Insurance	No. Task/Function	Members	Trustees	A/Cs	CT	Principals
	1 Propose a Risk Management Plan for the Trust		Detm	Cons	✓	
	2 Approve a Risk Management Plan for the Trust		✓	Cons	Cons Recd (i) Delr	
	3 Propose a Risk Management Plan for their Academy			Detm	Cons Recd (i)	✓
	4 Approve a Risk Management Plan for an Academy			✓	Cons Recd (i)	Cons Recd (iii)
	5 Procure insurance premises related policies		Detm		✓	
	6 Propose and implement a premises and capital strategy for their Academy			Detm	Cons Recd (i)	✓
	7 Propose and implement a premises and capital strategy for the Trust		Detm	Cons	✓	
	8 Approve an Academy's premises and capital strategy		✓	Cons	Cons	
9 Approve a Trust premises and capital strategy		✓	Cons	Cons Recd (i) Delr		

Admissions

Admissions	No.	Task/Function	Members	Trustees	A/Cs	CT	Principals
	1	Approve admissions policies [*]		✓	Cons	Cons	
	2	Make first instance admissions application decisions		Detm	✓	Cons Delr Rept	
	3	Manage admissions applications appeals		✓		Cons Delr	

Student Discipline and Exclusions

Discipline	No.	Task/Function	Members	Trustees	A/Cs	CT	Principals
	1	Establish a behaviour policy for an Academy		Rtly	Detm	Cons Recd (ii) Revw	✓
	2	Exclude a pupil for up to 45 days in a school year or permanently					✓
	3	Inform parents of exclusion					✓
	4	Informs A/C and LA if exclusion is permanent, or takes exclusion for a student over 5 days in one term or prevents them from taking a public examination/test					✓
	5	Consider reinstatement and inform parents of outcome			✓		
	6	Arrange suitable full-time education for fixed period exclusions of more than 5 school days			✓		Delr
	7	Consider parents' representations about an exclusion			✓		
	8	Arrange an independent review panel if requested by parents		✓		Delr	
	9	Reconsider an exclusion within 10 school days of receipt of notice of independent review panel decision and inform Principal, parents and LA of its reconsideration			✓		Cmpy
	10	Ensure that a student is removed from the Academy roll following permanent exclusion			✓		Delr
	11	Consider reinstatement of a pupil who has been excluded			✓		Cons Recd (iii)

SCHEME OF DELEGATION

Safeguarding

Safeguarding	No.	Task/Function	Members	Trustees	A/Cs	CT	Principals
	1	Appoint a Designated Safeguarding Officer for the Trust		Detm		✓	
	2	Appoint a Lead Safeguarding Officer for the Academy			Detm	Revw	✓
	3	Appoint a Designated Safeguarding Governor			✓		Revw Rept (iii)
	4	Appoint a Designated Safeguarding Trustee		✓	Revw Rept (ii)	Revw Rept (i)	
	5	Appoint a designated teacher to support "looked after children" at their Academy				Revw	✓
	6	Approve off site visits for students of more than 24 hours			✓		Cons Recd (iii)

SEND

SEND	No.	Task/Function	Members	Trustees	A/Cs	CT	Principals
	1	Make provision for SEND students at their Academy which is consistent with Trust policy			Detm	Cons Recd (i) Rept	✓
	2	Appoint a designated teacher to be responsible for co-ordinating SEND provision at their Academy			Detm		✓
	3	Liaise with Local Authority in respect of SEND students			Detm	Cons Recd (i)	✓

Annex 2: Summary of TPLT 'central support services' offer

The Priory Learning Trust provides a wide range of 'central support services' including:

Teaching & Learning - School Improvement - Leadership and Management

- Education standards, strategy, advice and oversight - through Head of Academy Improvement, Directors and Chief Analytics Officer
- Pupil Premium Reviews
- Safeguarding Reviews
- Support for OfSTED preparation
- Support for SEF preparation
- Attendance and educational welfare support
- School Direct provision through TPLT TSA
- Support / mentoring of all ITT (trainees) through TPLT TSA
- Continued Professional Development provision through TSA to include leadership courses - all staff
- Strategic data support - all aspects of reporting and assessment
- Student data report production support
- Admissions oversight and expertise
- Data analysis and interpretation
- Strategic curriculum support
- Timetable construction and support
- Curriculum planning and management support
- Staffing advice
- Line management services
- Coaching and school improvement specific support to English, science and maths (Directors of English, science and maths)
- Leadership coaching
- Project management
- Centralised policy support
- Monitoring
- Phonics skills
- SEND expertise, knowledge and guidance
- Pedagogy support at primary and secondary level
- Early Years learning knowledge and guidance
- Nursery expertise
- Appraisal and Performance Management knowledge and skills

Finance including payroll

- Strategic financial support through Chief Operations Officer and Central Finance Team
- Advising on all financial matters including assistance with setting up financial systems for new academies
- Accounting services including financial audits
- Preparation of annual Trust accounts
- Finance training, support and advice
- Financial modelling and Trust budgeting tools
- Financial returns
- Allocating funding
- Provision of ready reckoners
- Provision of Financial Regulations Manual
- Financial monitoring and support for monthly reporting
- VAT submissions
- Pension returns including end of year certificates
- Support with internal assurance visits and throughout the year end process with external auditors
- Companies House and charity returns
- Centralised procurement services
- Joint tendering and selection services
- Benchmarking support
- Risk Protection Arrangement and ancillary insurance
- Support with payroll reconciliations and anomalies
- Supporting all procurement including guidance on EU procurement
- Provision of templates for budget setting including assumptions for budgeting
- Liaising with external bodies
 - HMRC
 - ESFA
 - Auditors



Human Resources

- Strategic Human Resources support through Head of HR - Central Team
- Human Resource Management support
- HR compliance and best practice
- Staff recruitment advice
- DBS service and barred list checks
- Occupational Health and ill health retirement support
- Human Resources policies, templates and forms
- Human Resources legal support and services
- 'Apprenticeship Levy' support and management of apprentices
- Support with payroll and pensions
- Access to LGA Employers link
- Performance management support
- Membership of TPLT Academy Business Managers Forum
- Mentoring and coaching of Business Teams
- Employee benefits to support cherishing staff including our unique benefits hub 'The PLaTform', Cycle to work, childcare vouchers, join my journey, eCards and wellbeing centre

Estates/Site

- Strategic premises support via Estates Manager
- Advice and guidance on safety and compliance including management of asbestos
- Assistance with tenders, surveys and planning
- Site improvements support
- Capital Condition bids
- Assistance with procurement and management of central contracts including grounds maintenance, catering and M & E services

IT

- Strategic IT support via Central Team Director of IT
- Procurement of IT equipment
- Strategic IT project planning and implementation
- Expertise in wired/wireless, physical/virtual network implementation, change and configuration
- Advice and guidance on Backup and Disaster Recovery
- Software licensing advice
- Anti-virus, anti-malware, and anti-ransomware advice
- Cloud email and file services expertise
- Lead on implementation of Information Security and GDPR

Careers

- Strategic lead of careers provision across Trust

Governance

- Company Secretary and Clerk to the Members / Board of Trustees
- Academy Councils interface
- Governance advice
- Training and support of Governors / Members and Trustees

Marketing/Communications

- Strategic marketing and branding through Central Marketing / PR staff
- 'Day to Day' Facebook management and publicity
- Managing media relationships
- Marketing and PR support
- Social media support and guidance
- Access to Jill Dando Centres - Good News philosophy

Central recharge

- 'Top Slice' clarity: TPLT makes a central recharge to all academies at 5% to fund our centralised support services
- Trustees will judge whether a 5% top slice is applicable at the point on entry into TPLT

Staffing TPLT Central Team

- This will determine the capacity we have to support our academies. Pen portraits of the Central Team can be viewed on TPLT website. We have a strong and developing team who can provide the support as outlined above



Central Recharge Funding of Academies in TPLT Policy

Policy

It is the policy of the Trustees that all academies within TPLT have their Academy Budget Share top sliced by 5% (hereinafter known as the central recharge) to fund the central services provided by the Trust.

Trustees recognise that there might be occasions where an individual schools' situation would make the payment of the central recharge financially difficult and have therefore agreed the following exceptions.

Exceptions to paying the central recharge

1. Upon joining the Trust.

In the event that an academy joining the Trust cannot afford to pay the central recharge, Trustees will consider recommendations from the Central Team as to the level of reduced central recharge that should be set. If approved the reduced rate will be applied on the proviso that the academy takes appropriate steps to stabilise its financial position. The financial position of the academy concerned will be closely monitored by the CFO of TPLT and reported to the Trustees Resources Committee.

As soon as the academy can afford to pay the full central recharge it will be required to do so. This will happen at the earliest opportunity following discussions and agreement of the CFO/COO, the Central finance team and the academies business manager and approval of Trustees Resource Committee. This can happen at any point in time and does not require the approval of the Academy Council.

The Academy Council will be informed of the decision to reduce/increase the percentage as soon as is practicable along with the reasoning behind the change.

In this scenario, any shortfall in central recharge (the difference between the full central recharge rate and the agreed reduced rate) will not be repayable by the academy to the Trust.

2. Academy finds itself in financial difficulty.

In the event that an academy within the Trust demonstrates that it is in financial difficulty the Trustees will consider recommendations from the Central Team to a reduced level of central recharge that should be implemented. If approved the reduced rate will be applied on the proviso that the academy takes appropriate steps to stabilise its finances. The financial position of the academy concerned will be closely monitored by the CFO of TPLT and reported to the Trustees Resources Committee.

As soon as the academy can afford to pay the full central recharge it will be required to do so. This will happen at the earliest opportunity following discussions and agreement of the CFO/COO, the Central finance team and the academies business manager and approval of Trustees Resource Committee. This can happen at any point in time and does not require the approval of the Academy Council.

The Academy Council will be informed of the decision to reduce/increase the percentage as soon as is practicable along with the reasoning behind the change.

For clarity, in this scenario, any shortfall in central recharge (the difference between the full central recharge rate and the agreed reduced rate) will be repayable by the academy to the Trust. The shortfall in central recharge shall be 'captured' by the CFO/COO (Finance Team) and will be repaid to the Trust as and when the academy in question is able to do so. This may be over a period of years.

No academy in the Trust will receive a rebate because other academies are paying a reduced central recharge.

March 2018

Some thoughts on 'Triggers'

1. 'Triggers' - business functions

[nb It is important to establish what functions are the responsibility of an Academy Council and what of the Central Team; the 'triggers' refer to functions delegated to Academy Councils.]

Statutory measures (H&S, Safeguarding, breach of Equality Scheme, financial misconduct, etc) should be binary - any failure may lead to immediate withdrawal of delegation for a specific function or fully; these to be confirmed by the EP/COO. Such failures or breaches may be subject to a warning/time period for the Academy Council to rectify and satisfy the Trust that sufficient systems and assurances are in place to avoid any repetition (at the discretion of the Trustees).

Concerns with other business measures may be subject to identification, warning/time period and direct monitoring by the Central Team and/or temporary withdrawal of delegation for a specific function; these measures may follow a RAG-rating (drawn up by the Central Team and Academy staff) with the Academy Council required to rectify within a certain timeframe; these also to be confirmed by the COO.

2. 'Triggers' - academic and other student-centred performance outcomes

Academy performance will be monitored by both Academy Councils and by Trustees; an agreed/required format, based on targets and trend analysis, will be used to inform Trustees; each Academy Council will be required to respond to Trustee and Central Team concerns regarding student outcomes set against performance targets; responses to the Trust from Academy Councils must be set out so that Trustees can gauge how well the Academy Council has understood and embraced any risk to performance levels and what action they are taking to mitigate this; the Trust will ask the Central Team to validate or challenge the response from an Academy Council.

After each Scrutiny Panel, Trustees will require from Academy Councils an explanation of what extra or different they have planned to do if the trends appear to be at odds with the targets; reference will be made to the Academy AIP; the Central Team, for the Trust, will RAG-rate the response from the Academy Council - no further changes will be necessary if the response is deemed Green; changes will be required to the AIP and actions set in motion if the Trust judge the response Amber (and a timeframe set); if the Trust judges the response to be Red, either because they believe the response is insufficient or there is no meaningful response, delegation for this aspect of an Academy's work will be withdrawn and the Central Team will be asked to intervene.

It is important to avoid a mechanistic approach and to ensure judgement is being used - it will be important to keep separate the RAG-rating of statistical returns (primarily to inform the Academy Council) and the RAG-rating of Academy Council responses by Trustee/Central Team after a Scrutiny Panel.

ONE TRUST - ONE TEAM

TPLT QA and Development Programme 2019-2020

2 week break =
9 hrs Hub evenings

TERM 1

AIM
Scrutiny Panel
Diminishing Differences
Development Groups
English/Maths/Science
Hub Evenings
Hub Day

TERM 2

AIM
Development Groups
PP Review
Hub Evenings

TERM 3

AIM
Development Groups
Scrutiny Panel
Hub Evenings
English/maths/science

Principals & Heads Meeting
2nd Tuesday of every term

- PP
- SEND
- Safeguarding

TERM 4

AIM
Development Groups
SEND Review

TERM 5

AIM
Diminishing Differences
Scrutiny Panel
Exams

TERM 6

AIM
Safeguarding Review
Exams

Academy leaders are invited to contact the Central Team should they require specific individual reviews of any part of their academy. The Central Team reserves the right to review additional areas of any academy.

TPLT Modular Curriculum Calendar 2019/2020 - Primary

September 2019								October 2019								November 2019								December 2019							
WK.	M	T	W	T	F	S	S	WK.	M	T	W	T	F	S	S	WK.	M	T	W	T	F	S	S	WK.	M	T	W	T	F	S	S
							1	1.5		1	2	3	4	5	6						1	2	3							1	
1.1	2	3	4	5	6	7	8	1.6	7	8	9	10	11	12	13	1.8	4	5	6	7	8	9	10	1.12	2	3	4	5	6	7	8
1.2	9	10	11	12	13	14	15	1.7	14	15	16	17	18	19	20	1.9	11	12	13	14	15	16	17		9	10	11	12	13	14	15
1.3	16	17	18	19	20	21	22		21	22	23	24	25	26	27	1.10	18	19	20	21	22	23	24		16	17	18	19	20	21	22
1.4	23	24	25	26	27	28	29		28	29	30	31				1.11	25	26	27	28	29	30			23	24	25	26	27	28	29
1.5	30																								30	31					

January 2020								February 2020								March 2020								April 2020								
WK.	M	T	W	T	F	S	S	WK.	M	T	W	T	F	S	S	WK.	M	T	W	T	F	S	S	WK.	M	T	W	T	F	S	S	
				1	2	3	4	5							1	2								1				1	2	3	4	5
2.1	6	7	8	9	10	11	12	2.5	3	4	5	6	7	8	9	2.8	2	3	4	5	6	7	8		6	7	8	9	10	11	12	
2.2	13	14	15	16	17	18	19	2.6	10	11	12	13	14	15	16	2.9	9	10	11	12	13	14	15		13	14	15	16	17	18	19	
2.3	20	21	22	23	24	25	26		17	18	19	20	21	22	23	2.10	16	17	18	19	20	21	22	3.1	20	21	22	23	24	25	26	
2.4	27	28	29	30	31			2.7	24	25	26	27	28	29		2.11	23	24	25	26	27	28	29	3.2	27	28	29	30				
																	30	31														

May 2020								June 2020								July 2020							
WK.	M	T	W	T	F	S	S	WK.	M	T	W	T	F	S	S	WK.	M	T	W	T	F	S	S
3.2					1	2	3	3.6	1	2	3	4	5	6	7	3.10			1	2	3	4	5
3.3	4	5	6	7	8	9	10	3.7	8	9	10	11	12	13	14	3.11	6	7	8	9	10	11	12
3.4	11	12	13	14	15	16	17	3.8	15	16	17	18	19	20	21		13	14	15	16	17	18	19
3.5	18	19	20	21	22	23	24	3.9	22	23	24	25	26	27	28		20	21	22	23	24	25	26
	25	26	27	28	29	30	31	3.10	29	30							27	28	29	30	31		

- Teaching weeks
- Assessment weeks
- Data capture / Super learning week
- Christmas / Easter Learning themes
- Holidays
- INSET days: 2/9/19, 18/10/19, 20/7/20, 21/7/20 and 22/7/20 are working training days. 21/10/19 to 23/10/19 are disaggregated

TPLT Modular Curriculum Calendar 2019/2020 - Secondary

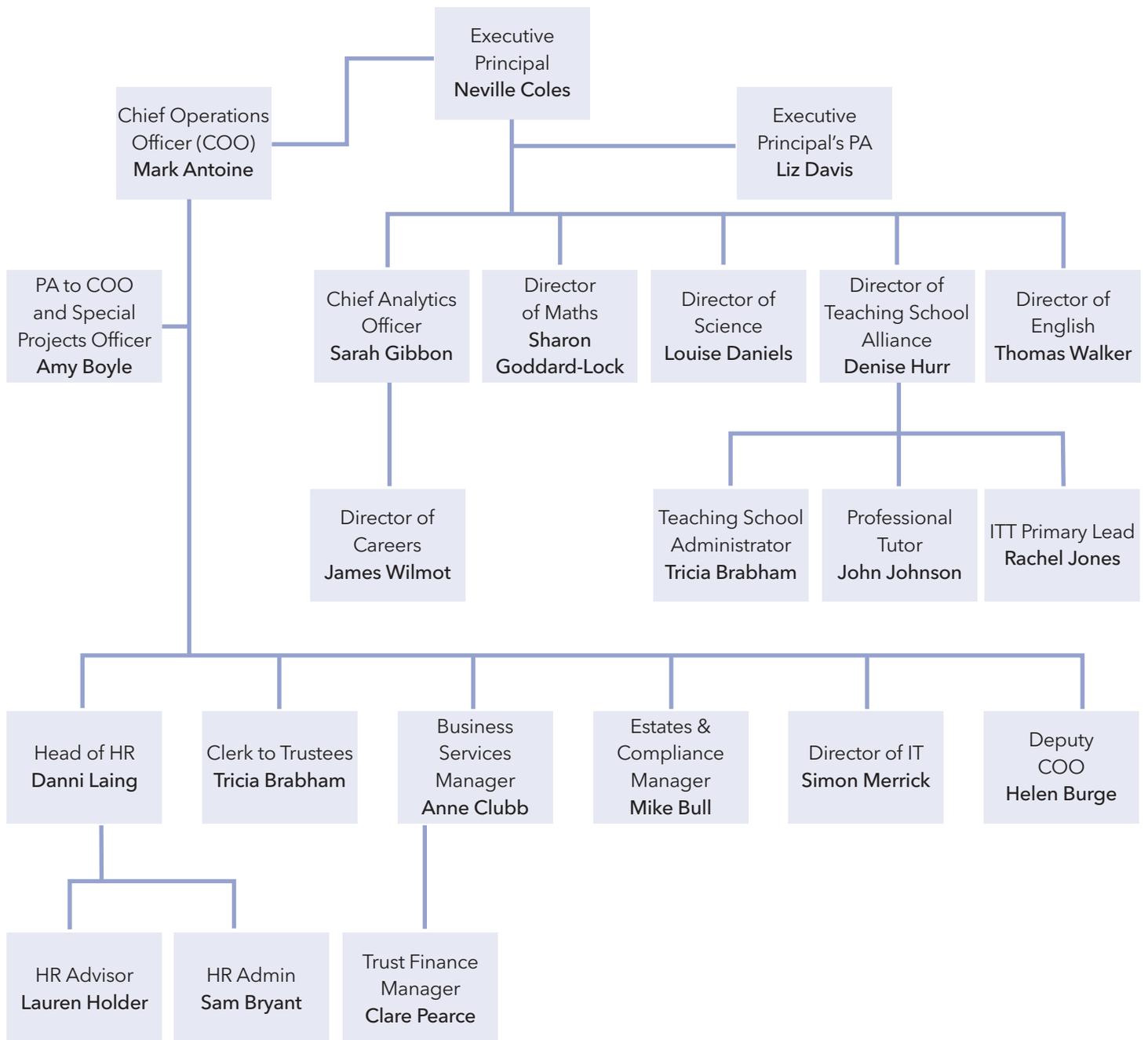
September 2019								October 2019								November 2019								December 2019							
WK.	M	T	W	T	F	S	S	WK.	M	T	W	T	F	S	S	WK.	M	T	W	T	F	S	S	WK.	M	T	W	T	F	S	S
							1	1.4		1	2	3	4	5	6						1	2	3							1	
	2	3	4	5	6	7	8	1.5	7	8	9	10	11	12	13	1.7	4	5	6	7	8	9	10	2.2	2	3	4	5	6	7	8
1.1	9	10	11	12	13	14	15	1.6	14	15	16	17	18	19	20	1.8	11	12	13	14	15	16	17	2.3	9	10	11	12	13	14	15
1.2	16	17	18	19	20	21	22		21	22	23	24	25	26	27	1.9	18	19	20	21	22	23	24	2.4	16	17	18	19	20	21	22
1.3	23	24	25	26	27	28	29		28	29	30	31				2.1	25	26	27	28	29	30			23	24	25	26	27	28	29
1.4	30																								30	31					

January 2020								February 2020								March 2020								April 2020								
WK.	M	T	W	T	F	S	S	WK.	M	T	W	T	F	S	S	WK.	M	T	W	T	F	S	S	WK.	M	T	W	T	F	S	S	
				1	2	3	4	5							1	2								1	3.7			1	2	3	4	5
2.5	6	7	8	9	10	11	12	2.9	3	4	5	6	7	8	9	3.3	2	3	4	5	6	7	8		6	7	8	9	10	11	12	
2.6	13	14	15	16	17	18	19	3.1	10	11	12	13	14	15	16	3.4	9	10	11	12	13	14	15		13	14	15	16	17	18	19	
2.7	20	21	22	23	24	25	26		17	18	19	20	21	22	23	3.5	16	17	18	19	20	21	22	3.8	20	21	22	23	24	25	26	
2.8	27	28	29	30	31			3.2	24	25	26	27	28	29		3.6	23	24	25	26	27	28	29	3.9	27	28	29	30				
																	30	31														

May 2020								June 2020								July 2020							
WK.	M	T	W	T	F	S	S	WK.	M	T	W	T	F	S	S	WK.	M	T	W	T	F	S	S
3.9					1	2	3	4.4	1	2	3	4	5	6	7	4.8			1	2	3	4	5
4.1	4	5	6	7	8	9	10	4.5	8	9	10	11	12	13	14		6	7	8	9	10	11	12
4.2	11	12	13	14	15	16	17	4.6	15	16	17	18	19	20	21		13	14	15	16	17	18	19
4.3	18	19	20	21	22	23	24	4.7	22	23	24	25	26	27	28		20	21	22	23	24	25	26
	25	26	27	28	29	30	31	4.8	29	30							27	28	29	30	31		

- Teaching weeks
- Assessment weeks
- Data capture / Super learning week. Year 11PS3 only during week 3.6
- Holidays
- INSET days: 2/9/19, 18/10/19, 20/7/20, 21/7/20 and 22/7/20 are working inset days. 21/10/19 to 23/10/19 are disaggregated

The Priory Learning Trust - Organisation Structure of the Central Team (September 2019)



Consultants/Contractors

Business Plan Consultant - **Martin Kerslake**
 Academy improvement Consultant - **Gail Webb**
 Academy improvement Consultant - **Faith Jarrett**
 Lead attendance Officer - **Peter Noble**
 PR/Marketing Manager - **Shane Dean**

Website Designer - **Joe Spear**
 Social Media Manager - **Alex Crowther**
 Grounds monitoring - **Howard Giddens**
 Catering monitoring - **Mike Neales**
 Site Monitoring - **Mark Brothwell**

ONE TRUST - ONE TEAM



THE PRIORY
LEARNING TRUST

