



Tudor Grange Academies Trust

People Strategy

Determined and ambitious for **every** child



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Contents:

What is our people strategy?	5
What challenges do we face?	6
What do we want to achieve?	6
What do we want in our schools?	7
The Trust today	8
Our mission	9
Aim 1	10
Aim 2	12
Aim 3	15

Tudor Grange
Academies Trust



What is our people strategy?

Tudor Grange Academies Trust (TGAT) People Strategy is a comprehensive plan which identifies and addresses the challenges in the workforce, ensuring that strategies are implemented to secure progress towards meeting the Trust's overall goals and objectives.

The Trust Board/Finance and Personnel Committee and the Chief Executive Officer (CEO) are responsible for the design and content of the Trust People Strategy. The CEO, Executive and senior leaders are responsible for the implementation and delivery of the strategy.

With over 900 staff members in 13 schools, we know that our most valuable asset is our people, and we aim to attract, recruit and retain high-calibre staff to ensure our pupils are supported by passionate, committed and talented professionals.

Once these inspiring members of staff join us, we invest in their career and development so that we can retain the very best leaders, teachers and support staff in our schools and central team. Thereby contributing to retention in the profession as a whole.

The people strategy aims to ensure that TGAT is a great place to work.

- Attracting the best people to our organisation
- Developing and supporting aspirational staff to reach their goals and contribute to the Trust vision
- Creating a welcoming, equitable and diverse environment in which staff thrive, have a good work and life balance and enjoy a sense of belonging

What challenges do we face?

As a sector, we face many challenges. Some may be unforeseen and require a dynamic response. Others are easier to anticipate and may include:

- Recruiting and retaining teachers when fewer are entering the profession
- Perceived lack of competitive pay
- High workloads
- Health and wellbeing concerns
- Lack of work-life balance
- Perceived lack of flexible working opportunities, when compared to other sectors
- Time pressured education timetable dictated by three terms

What do we want to achieve?



Determined and ambitious for **every** child



We aim to provide high-quality, inclusive education for all children in all our schools. We are ambitious to secure individual success for all our young people.

We are also determined and ambitious in our efforts to improve the quality of education for children outside of our schools. The Trust is committed to school-led improvement and works in collaboration with over 400 schools through Tudor Grange Teaching School Hub, Origin Maths Hub, Tudor Grange Research School, and Grand Union Languages Hub. All our schools work with local networks they value.

Of course, we are also determined and ambitious for all our employees – the people who make it all happen.

What do we want in our schools?

We are clear about our expectations across all our schools. We prioritise ensuring:

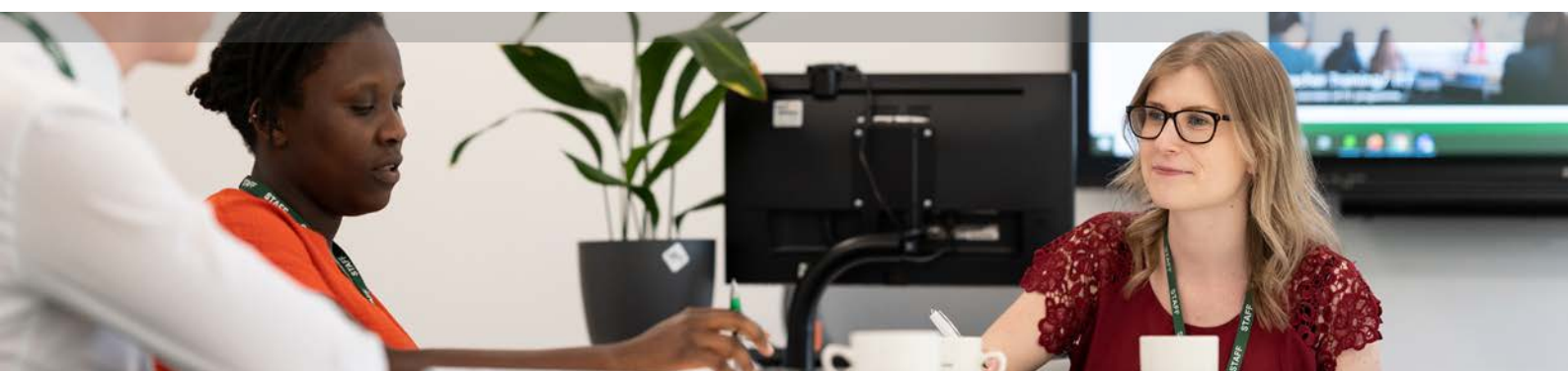
1. **Advocacy and key relationships for every child.** We want to see strong relationships in all our schools. We are determined to ensure that every child attending our schools will have at least a key adult or key adults who care for them and who they trust.
2. **All children experience success.** We know our children will go on to lead happy, fulfilling lives if they feel motivated and successful, have good character and high self-esteem. It is important to us that every child experiences success. We focus on ensuring that the curriculum and enrichment experiences are planned so effectively and thoughtfully that every child can develop resilience, self-confidence and good character. Expert teaching and strong leadership will ensure that all our children can access the curriculum and broad opportunities that support their development.
3. **All children secure competence in reading, writing and numeracy.** Confidence in life skills supports self-esteem and opens up opportunities for our children. Excellent teaching across our schools ensures many of our children achieve exceptional standards in reading, writing and numeracy.

Leaders throughout the Trust champion these values at all times.

One identity, different stories

Our values drive the culture of the schools within the Trust and shape our shared identity.

However, all schools in the Trust have very different origin stories and this is reflected in their individual character.



The Trust today

The Trust, as of September 2023, comprises thirteen schools: five secondary, one all-through academy and seven primary academies. The core strategic vision of the Trust is to develop a Multi Academy Trust of four self-sufficient geographical hubs: Solihull, Worcestershire, Warwickshire and the East Midlands. All schools will be located within one hour travelling distance from Solihull, and we aim to establish groups of primary feeder schools around the secondary academies to exploit the benefits of school-to-school partnership. This is exemplified by the relationship between Tudor Grange Primary Academy, St James and Tudor Grange Academy, Solihull.

We are confident that we know what is important and our critical focus will ensure we become the provider of choice in the communities we serve. Our vision informs key performance indicators; we constantly look at how close we are to achieving our vision.

Restlessness characterises all our academies: we are not afraid to challenge complacency and identified weaknesses are seen as opportunities to improve. The energy and drive for the ceaseless journey comes from our mission: **Determined and ambitious for every child and growing stronger together in pursuit of excellence.**



Our mission

Determined and ambitious for **every** child and growing stronger together in pursuit of excellence.

The strategy is driven by key focus areas and responsive to external factors as indicated below.



Aim

1

Attracting the best people to our organisation

In order to deliver outstanding teaching and learning we will need to attract, retain and engage the best teaching and support staff. Nationally there is a shortage of teaching staff and it is vital that TGAT ensure that people enjoy working for us.

We have

- Reviewed our vision and values to ensure that we are clear as an organisation regarding our culture and ethos
- Reviewed our journey of development to ensure new joiners are aware of our story and understand their place in it
- Introduced an online recruitment platform with application tracking to ensure a good first impression and a consistent experience
- Introduced staff betterment pathways for teaching and support staff which offer CPD opportunities at all career stages
- Made progress towards becoming a centre of excellence by becoming a Teaching School Hub, Research School, Languages and Maths Hub thus enhancing our credentials, reputation and opportunities for staff
- Developed a culture of cross Trust working and developmental opportunities are shared across the Trust including whole school Trust INSET days
- Invested in a range of online learning platforms such as the National College, Welbee, and Flick Learning to aid staff CPD and ongoing development
- Retained the teacher terms and conditions as set out in the School Teachers Pay and Conditions Document (STPCD) and the Burgundy book



We will

- Ensure that our vision and values are consistently evident in all schools across the Trust
- Regularly review our online presence to ensure we are communicating our brand and what we represent to prospective employees
- Develop a more comprehensive system to acquire exit interview information
- Develop relationships with recruitment agencies to ensure timely and quality recruitment to assist in filling both short term (supply) and longer term vacancies. Monitor such arrangements to ensure best value for money and quality of candidates
- Grow the next generation of teachers through our school-centred initial teacher training programmes via TGAT SCITT in partnership with TeachFirst. Primary and Secondary Initial Teacher Training courses with Tudor Grange ITT also offer a Postgraduate Certificate in Education (60 Masters level credits) together with Qualified Teacher Status
- Ensure early career teachers are well supported
- Continue to improve our induction and probation process

Aim

2

Developing and supporting aspirational staff to reach their goals and contribute meaningfully to the Trust vision

We know that retaining staff who are attuned to our vision and values is important to our Trust development. Development of all staff has been a key focus as we address the complex needs of a growing Trust. We realise that we cannot hope to keep staff forever and indeed acknowledge that as an organisation high retention can also lead to insular practice. We understand that investment in people to ensure high engagement and career satisfaction is the most efficient way for us to ensure Trust aims.



We have

- Refined our Trust Betterment Pathways to support professional development and aid retention
- Developed recognised pathways of training and support for expert teachers who don't want to take the step into leadership via the Leading Practitioner roles
- Developed support for aspirational and current school leaders to develop their knowledge, understanding and skills as middle, senior and executive leaders, including facilitating the National Professional Qualifications via the Trust Betterment pathways
- Support for staff and schools through our School Improvement team offering capacity and expertise
- Developed clear Trust Betterment Pathways to support associate staff looking to develop skills via the apprenticeship courses
- A comprehensive appraisal process through which meaningful feedback supports betterment
- A culture of facilitating voluntary secondment opportunities for staff to transfer to other settings within the Trust, to further develop skills and experience
- High-quality in-house HR support and coaching for line managers and leaders
- A clear and transparent pay framework in line with national recommendations and at times above in order to recognise the hard work of both teaching and support staff
- Funded specialist roles that meet our organisational aims and objectives, such as Wellbeing Champions



We will

- Support aspirational teachers to take the next step to train as a teacher through our SCITT and apprenticeship partners
- Provide high-quality early career support through bespoke training, coaching and mentoring for early career teachers (ECTs) in line with the governments Early Career Framework (ECF) through our Teaching School Hub
- Provide research and evidence-based continuous professional development (CPD) for teaching staff informed by the Standards for Teachers' Professional Development
- Continue to work to reduce unnecessary teacher and leader workload, utilising the DfE Reducing Teacher Workload Toolkit
- Promote internal vacancies to give staff clear opportunities for promotion, while maintaining continuous service
- Be innovative in our use of technology to positively impact workstreams and share best practice to enable efficiencies and consistency
- Support external training that will directly benefit the organisation
- Support the use of retention payments and local premiums where necessary
- Further develop central team roles to support confident on-boarding of new schools
- Promote further the extensive CPD opportunities on the learning platforms such as Welbee, Flick Learning and the National College
- Continue to promote and support the growth of digital literacy through the digital strategy work across the Trust
- We will develop a digital strategy that will enable staff to develop their digital leadership capacity and ongoing digital literacy

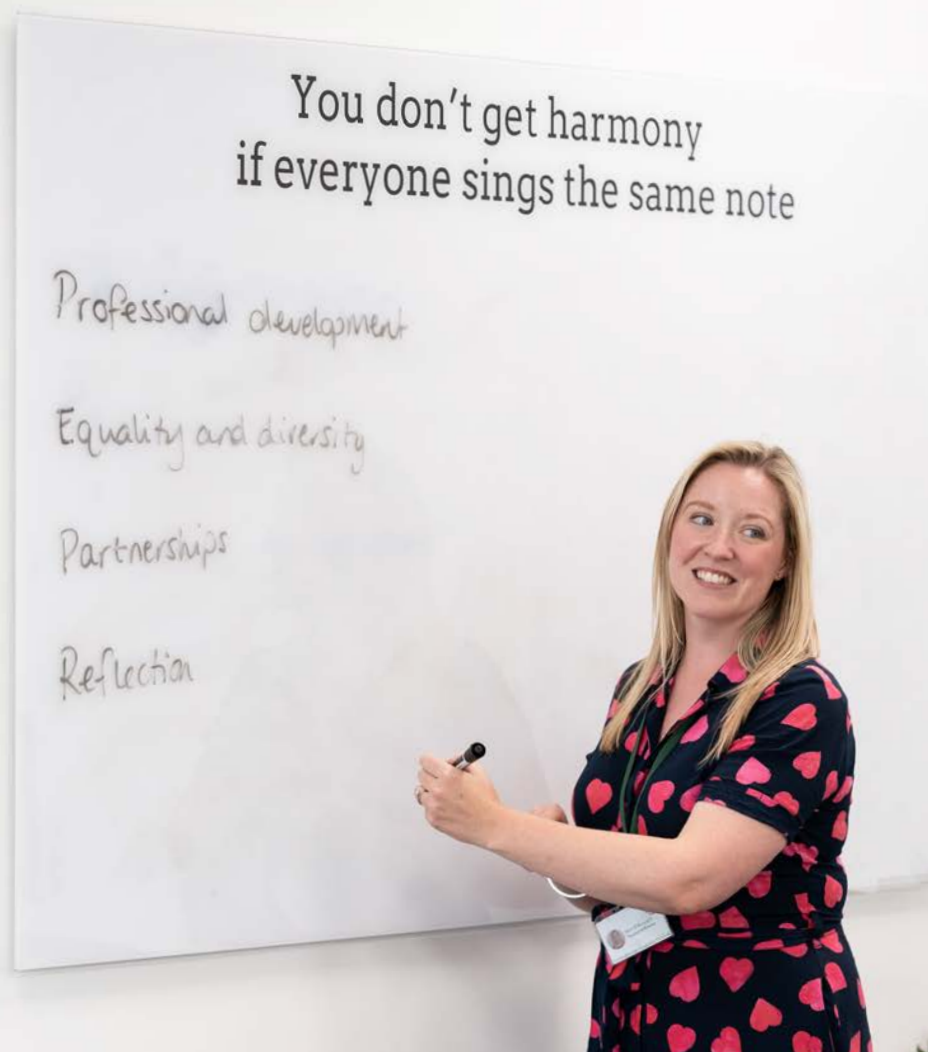


Aim

3

Create a welcoming, equitable and diverse environment in which staff thrive, enjoy a good work and life balance and have a sense of belonging

We want our staff to feel that their academy and the wider Trust is a welcoming, diverse and inclusive environment for both staff and students. The Trust is committed to ensuring that all staff feel part of the Tudor Grange family and that their contribution and commitment to our school communities is appreciated.



We have

- Schools which are part of the Trust but still retain their own identity. Whilst we seek to ensure efficiencies, we do not want our schools to lose their unique characteristics
- A full suite of policies to support staff and leaders as well as in house and external HR support
- A central team with dedicated professionals to support schools in staff including Finance, HR, Data and School Improvement
- A dedicated payroll team to support schools and individuals
- Clear equality objectives and associated policies
- Clear recruitment processes to ensure equity and guard against discrimination
- Online training regarding equality and diversity via legal partners
- Conducted annual staff surveys to assess how people feel about working for us so we can tackle issues as they occur and share positive feedback
- Provided access to support through our employee assistance programme, Health Assured funded by the Trust for staff and their immediate families
- Training and support for mental health, including Mental Health First Aid
- Secured a Mental Health First Aider for staff in all schools
- A clear culture of transparency and support where staff are encouraged to continually look for betterment
- A cycle to work scheme
- Flu jab vaccination support
- A sick leave entitlement in line with national agreements
- A recently reviewed generous support staff annual leave and clear leave entitlement for senior leaders to support their wellbeing
- Dedicated work/staff room in all schools in which to get a drink, eat their lunch and relax

We will

- Actively support staff with their CPD opportunities including Degrees, Masters and Doctorate study
- Look at timetabling to explore ways to support families and wellbeing where possible
- Continue to work constructively with unions through our termly Trust meetings to resolve staffing issues and develop policies as required
- Actively support parents with their applications for statutory family friendly leave
- Encourage schools to appoint a wellbeing champion to create a calendar of supportive events in each school
- Encourage schools to arrange social activities to foster team spirit and enhance relationships
- Look at continually improving systems and streamlining processes to reduce workload
- Support paid flexible time to enable staff some flexibility to attend an event, special occasion or appointment that happens to be in term time
- Actively look at school time tables to consider a potential move towards a different term structure to assist parents, students and staff to navigate the year with regular rest opportunities and enhance ability to accommodate more flexible working patterns
- Continue to support the commitments within the Education Staff Wellbeing Charter
- We will monitor and ensure equality of access to developmental training





**Tudor Grange
Academies Trust**



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