



**OUR VISION
VALUES
OFFER**

Belong Inspire Challenge Celebrate



Our Vision, Mission, Ethos & Values

Vision

Transforming the life chances of all our young people

Mission

We seek to achieve our vision with a relentless determination to show our children and young people and others we support, both within and beyond our Trust what is possible by:

- Expecting excellence and achieving the highest standards for young people; encouraging them to have the highest aspirations for themselves.
- Providing innovative training to colleagues so they are the best they can be.
- Working collaboratively to ensure best practice across Trust schools and colleges and more widely so we continuously learn from one another.
- Building a portfolio of experiences and network of partners to enrich children and young peoples' experiences.
- Providing a strong central services offer to allow leaders and teachers to focus on education.

Ethos

We aim to provide extraordinary opportunities for everyone, achieving a sense of belonging and significantly improving life chances.

Values

Underpinning our daily activities are our key values:

Belong • Inspire • Challenge • Celebrate

We aim to:

- **Celebrate children and young peoples' uniqueness** and inspire each one to flourish and become responsible, successful citizens who contribute positively to their communities and wider society.
- **Offer exceptional learning environments** which allow our colleagues, children and young people to thrive.
- **Develop outstanding leadership** at all levels.
- **Promote and celebrate diversity and inclusion** by nurturing a sense of belonging in our academies and our trust.



Welcome & introduction



I am delighted to introduce you to The Pinnacle Learning Trust. I hope you will find this booklet useful in providing you with information about our trust; its vision and values and the way in which we operate. The focus of this booklet is the range of services we offer to our academies and those with whom we work in partnership.

We are deeply committed to making a difference to the lives and life chances of the children and young people we support and educate. Our trust services and central teams are an important part of our provision, alongside the teaching and support that takes place on the 'front line' in our academies. We all work incredibly hard to provide the very best we can, in our various roles, to enhance and transform the lives of our children and young people, developing them as individuals and providing them with knowledge, skills and experiences that will support their successful progression.

I hope you will find this information useful. We would certainly value your feedback, or any further discussion you may wish to have with us about any aspect of our trust offer. We recognise that our strength and success come from working in partnership, both within and beyond our trust, and we take great pride in the support we offer to promote learning and success for our colleagues and young people beyond our trust through our Research School and other professional development work, in addition to our involvement with a range of local and national partnerships and organisations.

Thank you for taking the time to find out more about our trust.

Jayne Clarke

Jayne Clarke OBE
BA(Hons), MA(Ed)
Chief Executive Officer
The Pinnacle Learning Trust

An introduction to our Pinnacle principles

In working towards our mission and vision, we have developed a set of principles that describe our approach. These principles underpin our values-led approach, based on 'aligned autonomy', our common approach and over-arching set of descriptors to which we all subscribe. Our Trust Executive Team includes leaders from each academy and from our central team, and it is through this team that we have agreed these principles.

We are all aligned with our trust's vision and mission and we work together to achieve the very best for our pupils, students and staff, having shared accountability across our trust. We benefit from working across the phases with opportunities for sharing practice within and beyond each phase, and through our expertise in professional development, having Research School status to draw upon.

We have a trust approach to the following areas and associated policies:

- School improvement
- Finance
- HR and payroll, including staff wellbeing
- Safeguarding
- IT services
- Estates strategy and sustainability
- Marketing
- Governance and clerking arrangements
- Professional development
- Data protection
- Risk Management
- Health and Safety
- SEND and Inclusion

Our trust 'levy' covers provision of the above services, and is reviewed annually through our Trust Executive Team.

Our agreed principles provide a framework for each academy, and within this, each retains its own identity, at the heart of their community. We know that each school and college is different and they should continue to have the unique feel that pupils, students, parents and staff know and love. The curriculum offer at each should be the right one for the academy and the community it serves, underpinned by our shared values.

These principles are guided by our vision, mission, ethos and values and they feature in and provide parameters for our strategies, policies and practices. Our aim is to be clear about what our offer is, and to work together to the advantage of everyone who is part of our trust. An outline of our various principles is provided with the additional details about our central offer, from page 7 onwards.

Strategic Objectives for 2027

- To be a strong, highly respected and valued partner, with a local, regional and national reputation for providing excellent education and supporting the achievement of high standards for education providers within and beyond the trust.
- To grow the trust in a sustainable manner, through new academies joining, trust partnership opportunities and as a provider of professional development.
- All Pinnacle academies to be Good or better (or on a clear path to being Good) within 3 years of joining the trust, with an ambition to be Outstanding.
- To further develop our effective, professional and efficient central services offer for the academies in the trust.
- To support the communities in which our academies are located.

Our Structure

Members	Members protect the educational and charitable objectives of the trust. They are the 'eyes on, hands off' guardians of governance.
Trustees	Trustees are accountable for the general control and management of the trust, its strategic direction and holding senior leaders to account.
Trust Executive Team (TET)	The TET comprises senior officers of the trust, covering academy leadership and central services. This team leads on developing and implementing the trust's strategic priorities.
Local Governing Body (LGB) and Governors	LGBs monitor and support academies, focusing on student experience, progress and outcomes, along with academy-level policies.
Academy Leaders (Principals)	Principals are responsible for the effective delivery of the curriculum and student outcomes in their academies.
Central Services Teams	Central services teams are responsible for delivering cost-effective and professional services, compliance and policies



The following priorities reflect the Trust's overarching objectives, its vision, mission, ethos and values and the national and local context in which it is operating. Our priorities are set in the context of the CST's seven domains of the [Building Strong Trusts: Assurance Framework](#).

Strategic Priorities

2024-25

Strategic priorities		Trustee link
1	HIGH QUALITY, INCLUSIVE EDUCATION	
	Collaborate to provide high quality inclusive education and an excellent, knowledge-rich curriculum, reflecting individual academy contexts, and building on trust strengths. Maximise the benefits of evidence informed practice and promote cultural capital and education for sustainable development for all young people, both through the core and extended curriculum (including enrichment, citizenship and social, emotional and mental wellbeing support). Promote opportunities for our young people to experience working together across our trust for their mutual benefit.	Rebekah Sutcliffe
2	SCHOOL/COLLEGE IMPROVEMENT AT SCALE (including Professional Development)	
	Working together to promote improvement and development across our academies, including through the sharing of resources and professional development. Further build on our trust's strong reputation for professional development within and beyond our trust, through the delivery of an extensive programme of evidence informed PD.	Irene Howard
3	EXPERT ETHICAL INCLUSIVE LEADERSHIP	
	Ensure productive and effective relationships and communication, building a culture of expert, ethical leadership around our trust's purpose and values. In achieving this, promote, develop and provide values-led leadership at all levels, in line with our People Strategy.	Jennifer Lovell
4	WORKFORCE RESILIENCE AND WELL-BEING	
	Embed our Trust People Strategy, responding to national recruitment and retention challenges by focussing on our positive culture of belonging and collaboration, leaders and colleagues' wellbeing, workload reduction and professional development and ensuring a workforce that is resilient and well equipped to support the Trust's vision and values.	Michael Pitt
5	STRATEGIC GOVERNANCE	
	Promote and develop excellent governance at all levels through successful recruitment and succession planning, clarity of roles and purpose and effective practice, including the provision of timely, concise and consistent reporting. Valuing and developing trustees and LGBs, including compliance with all statutory obligations (e.g. safeguarding, health and safety, GDPR).	Ateeque Uf Rehman
6	PUBLIC BENEFIT AND CIVIC DUTY	
	Build and maintain strong and effective strategic relationships within and beyond the local area to raise the profile of our trust, implement our growth strategy and promote our trust as 'partner of choice' for prospective joiners, professional development and for our offers to young people and their families. Enhancing and supporting our local communities through the provision of opportunities for our young people to play a positive and active role locally and beyond.	Andrew Kilburn
7	FINANCE AND OPERATIONS	
	Evolve and extend the high quality of service, value for money and expert advice provided by our central teams, to support our principled and common approach to delivery of our trust operating model and growth strategy. Provide appropriate and effective systems and infrastructure to improve communication and collaboration across our trust.	Chris Wilson

The Central Team



Jayne Clarke OBE
Chief Executive Officer (CEO)

With overall responsibility and accountability for the trust, alongside the trustees, Jayne leads on setting our strategic direction, working with academy Principals and senior trust leaders to ensure the successful delivery of our vision, mission and values.



Pamela McIlroy
Chief Operating Officer (COO)

Pam has strategic responsibility for central services relating to Human Resources, IT, MIS and Data Protection, leading on the development of the People and Digital Strategies.



Stewart Ash
Chief Financial Officer (CFO)

Playing leadership, strategic and technical roles, Stewart has delegated trust responsibility for financial control; financial reporting; estates; health and safety; audit; and, risk management. He is responsible for ensuring we are worthy custodians of the public funds with which we are entrusted, and that our Trust can always remain a going concern.



Louise Astbury
Trust Professional Development Director

Louise provides evidence-informed support for school priorities, leading professional development across the trust to ensure tailored development opportunities for teaching and non-teaching staff.



Jonathan Bell
Director of Primary School Development

Working across our primary schools, Jonathan is responsible for our primary school development plan, supporting and guiding our primary schools to achieve excellence. This involves working alongside Principals and senior teams to co-create the primary school development plan, working with subject leads to develop the curriculum and to ensure that each school's development plan is implemented effectively and secures positive impact.



Danielle Hunt
Lead Governance Professional/
Executive PA

Providing strategic leadership of services that support governance across our academies, Danielle oversees all aspects of governance effectiveness and compliance, ensures governance adheres to good practice and meets all statutory and regulatory requirements. Danielle also provides executive support to the CEO.

The Central Team



Linda Burrows
Head of HR

Linda leads and develops our central HR Team in implementing the Trust's People Strategy and providing advice and support on all aspects of Human Resources, employment law and HR policies.



Corinne Walker
Data Protection Officer

Corinne develops and implements the Trust's Data Protection Policy and provides advice and training to staff and leaders to ensure compliance.



Joe Donnelly
Head of Estates

Joe leads and develops our Central and Academy Estates Teams and is responsible for ensuring we have an estate which is safe, secure and sustainable, ensuring compliance with health and safety legislation; assessing the suitability and sufficiency of our land and premises; asset management planning; facilitating a comprehensive programme of planned, preventative maintenance; and, liaising with academy senior leaders on capital requirements.



John Armitage
Head of IT Services/MIS

John leads and develops our central IT Services team and MIS function, and is responsible for developing and implementing the Trust's Digital Strategy, ensuring that our academies have secure and reliable IT infrastructure that meets the needs of the academies.



Ashley McIlroy
Head of Finance

Ashley leads and develops our Trust's Finance Team and is responsible for developing financial procedures, budget planning, procurement and management account reporting. He regularly meets with academy senior leaders and office teams regarding financial performance and adherence to financial procedures.



Samuel Thornley
Marketing Manager

Sam is responsible for delivering a professional marketing function, including content creation and delivery, through a variety of media, to ensure current and prospective students, staff and wider partners see our trust and academies as the providers of choice.

Our 'Pinnacle principles' apply to...

Partnership and our communities

We

- Have a sense of civic duty and work with members of our local communities (e.g. parents/carers, local Council, businesses and community leaders) to get the best for our children and young people.

Inclusive Leadership

We

- Have a collaborative approach through our Trust Exec Team, based on 'aligned autonomy'.
- Foster a culture of expert, ethical and inclusive leadership around our trust's purpose and values.
- Have a shared understanding of values-led leadership, and role model this in our work.
- Support and develop leadership skills, knowledge and capacity at all levels in our academies and trust to ensure the highest calibre of leadership at all levels.
- Promote a trusting and respectful climate that allows for open discussions about problems, successful and less successful practices and the sharing of knowledge to develop a culture of self-improvement.
- Build and maintain strong and effective strategic relationships within and beyond the local area and provide opportunities for staff and students to play a positive and active role in the community.

Quality assurance

We

- Ensure that school/college self-evaluation is accurate through quality assurance.
- Implement a 'spotlight' approach to the quality assurance of subject areas including discussion with subject leaders, learning walks/lesson observations, pupil/student voice and work scrutiny.
- Include both internal (to the academy and/or trust) and external scrutiny (eg B11 or other external consultants) as part of our quality assurance processes.
- Ensure we have an up to date and accurate self-evaluation (and are 'Ofsted ready', where appropriate).

Curriculum, teaching and learning:

We

- Enable each school to develop a bespoke curriculum which is ambitious, broad, inclusive and aspirational driven by its context ensure coverage of the National Curriculum and Early Years Foundation Stage (EYFS) as a minimum (where applicable).
- Adapt practice, teaching strategies and teaching sequences to best meet the needs of all children, including those with special educational needs.
- Ensure extensive extra-curricular opportunities to develop cultural capital for our children and young people.
- Learn from each other, drawing on expertise from across all phases (from ages 2 to 19), taking an evidence informed approach to curriculum development, and promoting effective transition.

Pastoral support:

We

- Provide carefully constructed pastoral provision to meet the needs of our individual academy communities, ensuring that we are inclusive and meet the well-being and health needs of the children and young people who we serve, so that they can effectively engage in their education and are well prepared to take the next steps in their lives. This includes the provision of external support (e.g. Place2Be) as appropriate.
- Regularly review our pastoral curriculum to ensure we address any current issues or threats, and teach young people about the importance of digital resilience to protect their mental health and wellbeing, online both at school/college and at home.
- Engage with local support structures/processes, promoting and nurturing partnerships with local safeguarding agencies (Children's Social Services, Police and/or other external partners).
- Ensure that our pastoral support offer reflects individual academies' local safeguarding contexts.



Our 'Pinnacle principles' continued

Sustainability We

- Understand our responsibilities to care for our environment, and commit to working together to: drive and promote a strong culture of sustainable working; reduce energy consumption; increase recycling; and champion and highlight the positive work done by our student eco groups across all phases of education.
- Appropriately and effectively invest in long-lasting equipment and infrastructure, through collaborative and measured financial planning, which is closely linked to curriculum design and resourcing, synergising with our assimilation of financial sustainability and considering the wider meaning of sustainability.
- Collaborate, through our trust sustainability champions, sharing ideas and pioneering initiatives for waste reduction and energy management, promoting sustainability projects, and coordinating a joint approach to showcasing the work of our student eco groups.
- Progress and develop a portfolio of work and activities, linking to the United Nations Educational, Scientific and Cultural Organisation (UNESCO)'s 'sustainable development goals'.

Data Protection We

- Take the privacy and security of individuals and their personal information very seriously and are committed to ensuring the security and protection of the personal information that we process and store.
- Establish effective policies and procedures and work collaboratively with colleagues in our academies to ensure compliance with legislation ensure that staff are regularly trained to understand their responsibilities and mitigate the risk of data breaches.

Risk Management We

- Promote and champion a positive culture of risk awareness and risk management throughout our academies.
- Work collaboratively with academy principals and SLT colleagues to identify, measure, monitor and report risks, and agree how we mitigate and control these over a period of time.
- Ensure that there exists a workable risk management framework which: enables the Trustees to effectively discharge their responsibilities in relation to managing all Trust risks; focuses our audit planning; and, drives our positive culture, ultimately for the benefit of our children and young people.
- Define and develop risk appetite statements for our Trust which link to academy development plans and Trust strategic priorities.
- Communicate how we manage risk within our Trust, and how this translates to the day-to-day responsibilities of all staff.

In addition to these areas, we have provided details of our principles in relation to each of our central offer areas in the following sections.

Within our Central Services teams, we have a range of 'Service Level Agreements' (SLAs) which describe our offer and the respective responsibilities of the team and academy staff in greater detail. These SLAs are currently available for the following areas:

- [Finance](#)
- [Estates](#)
- [IT Services](#)
- [Human Resources](#)
- [Marketing](#)

In addition, we have an overarching document describing our Central Services offer and the way in which the central teams are funded. This is available on request.

Our trust [Scheme of Delegation](#) is another source of information on the way in which we operate at trust and academy levels.



School Improvement Services

Principles...

We

- Undertake open and transparent due diligence prior to schools joining our trust to inform future planning and understand the context and development needs of the school.
- Engage in honest and robust self-evaluation processes to develop a shared understanding of development needs.
- Use information from due diligence and self-evaluation processes to co-create bespoke and context-driven action plans.
- Support leaders to initiate and implement agreed action plans based on a shared understanding of priorities. This could involve support with:
 - Leadership development from Trust leaders.
 - Professional development including input from our all phase Research School team and our national network of schools and colleges.
 - Priority areas provided by internal specialists, colleagues within and across phases and/or external partners.
- Ensure effective quality assurance and evaluation of the agreed actions in order to inform future planning.

What we do

We provide support to all academies within our trust, via our partnership approach using both internal and external capacity, as best suits the support and development needs.

We have an aligned approach to self-evaluation, and all academies use the same external school improvement partner service as a source of validation and support. School improvement activity is focused on academy development plans, which provide a structured approach based on each academy's priorities. Professional development (see p??) is very much linked with our school improvement offer, ensuring that colleagues have the capacity and tools to implement the improvement strategies identified and agreed.

The services we provide include

- Due diligence processes for new schools joining our trust.
- Inspection preparation and support.
- Termly school improvement partner visits.
- An annual cross-trust thematic review undertaken by the trust's external school improvement provider.
- Annual internal reviews of safeguarding.
- Professional support from our trust executive team members and a range of senior and middle leaders, depending on the specific support required.
- Aligned approaches to quality assurance, self-evaluation and improvement planning.
- Access to bespoke and general professional development to support school improvement work.
- Pupil Premium planning and evaluation support.
- Monitoring and evaluation through informal support across our academies and through internal peer review opportunities.
- Guiding principles as detailed in this document.
- Alignment of a wide range of principles and practices via a network of successful leaders. Teachers and support staff across our trust.
- Shared moderation opportunities within phases.
- Confederation of School Trust membership for senior leaders.
- Chartered College of Teaching membership.

Key contacts:

Jayne Clarke

Chief Executive Officer
jayne.clarke@pinnacleLT.ac.uk
Phone: 0161 287 8000

Jonathan Bell

Director of Primary School Development
j.bell@wernethprimary.org.uk
Phone: 0161 770 5333



Principles...

We

- Ensure a bespoke professional development offer for teaching and non-teaching staff in our academies:
 - Support, mentoring and/or coaching to develop all staff at different stages of their careers regardless of their role.
 - A full training schedule through team meetings, INSET, specialist training and/or access to external courses.
 - Statutory training- offered through National College and other service providers.
 - Encourage all schools to engage with the Pinnacle Learning Research School (and partners), through face to face training and webinars.
 - Provide opportunities for staff to facilitate courses and to exemplify good practice.

What we do

We provide tailored professional development opportunities for staff across all career stages within our trust. This includes providing access to external training and designing bespoke programmes tailored to the specific needs of our trust and its academies. Additionally, we utilise our expertise as a Research School to support academy leaders and teachers in making evidence-informed decisions.

The services we provide include

- Provision of statutory and non-statutory professional development through National College membership.
- Membership of the Chartered College of Teaching for Early Career Teachers, Curriculum Leads, ASTs and Senior Leaders.
- Access to a bespoke professional development offer at all career stages.
- Support for academy leaders on evidence-informed practice and decision making.
- As a strategic partner of our local Teaching School Hub, the Trust has access to a range of NPQs and other nationally recognised programmes.

Key contacts:

Louise Astbury

Trust Professional Development Director &
Director of Pinnacle Learning Research School
louise.astbury@pinnacleLT.ac.uk
Phone: 0161 287 8000 Ext. 2201

Lorna Keating

Professional Development Administrator
lorna.keating@pinnacleLT.ac.uk
Phone: 0161 287 8000 Ext. 2074



Safeguarding



Principles... We

- Provide carefully constructed pastoral provision to meet the needs of our individual academy communities, ensuring that we are inclusive and meet the well-being and health needs of the children and young people who we serve, so that they can effectively engage in their education and are well prepared to take the next steps in their lives.
- Engage with local support structures/processes, promoting and nurturing partnerships with local safeguarding agencies (Children's Social Services, Police and/or other external partners).
- Ensure that our pastoral support offer reflects individual academies' local safeguarding contexts.
- Ensure that supervision is offered to staff in key roles. e.g DSL and encourage schools to provide internal supervision, as appropriate to the school setting.
- Maintain an effective safeguarding culture in our academies including participation in trust annual safeguarding reviews.
- Liaise across our trust to ensure successful transitions between academies.

What we do

Our trust has dedicated safeguarding support available in each academy and a co-ordinated approach across our trust, enabling DSLs and their teams to share effective practice and support one another on a regular and ad hoc basis. We work closely with our local authority colleagues and support our children and young people to be resilient, in addition to offering support with the avoidance of and recovery from harm. We provide a range of safeguarding and mental health support that is both preventative and responsive, alongside regular training and updates for all colleagues and those involved with governance.

The services we provide include

- A trust-wide network of DSLs, with regular meetings, bespoke training and link governor support.
- Trust Safeguarding team meetings each term, with DSLs, link Governors, link Trustee and the CEO.
- Annual internal reviews of safeguarding, including DSL, Link Governor, A DSL from another trust academy and CEO.
- External reviews of safeguarding conducted by an experienced consultant every three years.
- Supervision for staff in key roles (safeguarding team and other roles as appropriate).
- Aligned CPOMs reporting and monitoring, supported by a trust-wide approach.
- Trust-wide safer recruitment policy and training.
- Support with investigations.
Due diligence for new schools joining our trust.

Key contacts:

Emma Hart, Assistant Principal & DSL, OSFC: 0161 287 8000, eha@osfc.ac.uk

Nichola Baker, Assistant Principal & DSL,
The Hathershaw College: 0161 770 8555, nba@hathershaw.org.uk

Carol Walker, Principal & DSL,
Broadfield Primary School: 0161 665 3030, cw@broadfield.oldham.sch.uk

Suzanne Despard, DDSL,
Broadfield Primary School: 0161 665 3030, s.despard@broadfield.oldham.sch.uk

Jonathan Bell, Principal & DSL,
Werneth Primary School: 0161 770 5333, j.bell@wernethprimary.org.uk

Jackie Hodgkiss, DDSL,
Werneth Primary School: 0161 770 5333, j.hodgkiss@wernethprimary.org.uk

Jenny Seabright, Principal and DSL,
Alexandra Park Junior School: 0161 770 8321,
jenny.seabright@alexandrapark.oldham.sch.uk

Karen Thompson, DDSL,
Alexandra Park Junior School: 0161 770 8321,
karen.thompson@alexandrapark.oldham.sch.uk

SEND and Inclusion

Principles...

We

- Adhere to the SEND Code of Practice and provide support across the Code's 4 broad areas of need:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health
 - Sensory and/or physical
- Aim to identify SEND as early as possible.
- Apply the graduated approach to SEND.
- Work with the people who already know the child or young person before they join our academies, such as parents, previous teachers and SENCOs and other professionals, in order to plan for the needs of the child or young person.
- Work with local authority SEND teams and/or external providers to develop our overall strategy for children with SEND.

What we do

We value the significant role played by children and young people with Special Educational Needs and Disabilities (SEND) in each of our academies, and we work hard to provide support that best meets their needs. Our core aim is to ensure that we are inclusive, ensuring children with SEND have access to a broad and challenging curriculum, and opportunities to access wider provision (including after school clubs and educational visits for example) allowing them to achieve their full potential. We engage with the local SEND Hub, and work closely with a variety of external agencies for training, support and direct work with children. We ensure that our staff are trained and develop inclusive practice and sharing opportunities to observe one another's practices across the trust.

The services we provide include

- Regular meetings and opportunities for collaboration between SENCOs through the trust and/or LA.
- Specific professional development through external agencies.
- Leadership development (NPQs and other qualifications).
- Specialist SEND training for teachers and support staff.
- SEND reviews (via KG at Werneth).
- Periodic SEND reviews via external agencies (e.g. B11).
- Access to external specialist support (e.g. speech and language therapy, educational psychology services).
- Regular review meetings within academies and between SENCOs, in order to ensure our practices are as effective as possible.

Key contacts:

Sairah Ahmed, SENCO, Broadfield Primary School
sairah.ahmed@broadfield.oldham.sch.uk
Phone: 0161 665 3030

Karen Bates, SENCO, Oldham Sixth Form College
kbs@osfc.ac.uk
Phone: 0161 287 8000

Katy Gregory, SENCO, Werneth Primary School
k.gregory@wernethprimary.org.uk
Phone: 0161 770 5333

Sarah Robinson, SENCO, The Hathershaw College
sr@hathershaw.org.uk
Phone: 0161 770 8555

Hayley Varley, SENCO, Alexandra Park Junior School
hayley.varley@alexandrapark.oldham.sch.uk

Finance

Principles...

We

- Work together on comprehensive and sustainable financial planning, so that we are always able to provide the very best for our students indefinitely.
- Strive to be the best possible custodians of the public funds with which we are entrusted.
- Provide financial reporting of the highest standard in order to enable sound decision making.

What we do

The Finance team is responsible for the financial management and sustainability of the Trust. Through budget monitoring and regular reporting to decision makers, Trustees and Senior Management can be confident that their staff have been fully informed of the financial implications for the choices they make. The team will also prepare and submit all statutory financial reporting, including the audit process and Budget Forecast Returns.

The team constantly looks to improve financial processes and generate efficiencies, allowing staff to put the needs and progress of the children and young people across the Trust first. We work closely with each Academy and look to centralise our processes and procurement in order to ensure a consistent approach and take advantage of economies of scale where possible.

The services we provide include

- Work closely with the External Auditors to prepare and submit the Statutory Audit and AAR.
- Budget management and preparation, including the submission of the BFR.
- Monthly Management Accounts and reporting provided to the Trustees, as well half-termly meetings scheduled with the Senior Leadership at the Academies.
- Introduction of ICFP and Benchmarking.
- VAT return submissions.
- Maintain the Finance System to enable all relevant staff to be able to approve orders and access budget information in a timely manner.
- Review orders and process invoices, ensuring they are compliant with the Trust Procurement Policies.
- Maintain and log contracts across the Trust, leading on any tender process when necessary.
- Complete payment runs and bank reconciliations for each of the Academies.
- Produce Sales Invoices and manage SLAs and payments due to the Trust.
- Maintain the Fixed Asset Register and feed into the Strategic Asset Management Plan.

Ashley McIlroy

Trust Head of Finance
ashley.mcilroy@pinnacleLT.ac.uk
0161 287 8000 x2211

HR and People Strategy including staff wellbeing

Principles...

We

- Create an environment where colleagues are able to flourish and be the best they can be by focussing on lifelong learning and career pathways to enable colleagues to grow and develop in our Trust.
- Support our colleagues to be successful in their roles whilst maintaining a positive work life balance.
- Celebrate diversity and belonging so that colleagues feel valued and proud to be a member of our Trust.

What we do

HR will be on hand to support colleagues from the very start of their journey with our trust and throughout their time at the PLT. We are the first port of call for any queries from colleagues and senior leaders, relating to HR, including recruitment, absence, annual leave, HR policies and procedures or employee benefits. We provide an open door policy and respond to all queries within a timely manner. Our aim is to provide outstanding professional customer services within our Trust.

Fostering colleague wellbeing is good for people and our Trust. Therefore, we take pride in promoting wellbeing through our People Strategy, wellbeing days, employee assist programmes and events, which can help prevent stress and create positive working environments where our colleagues can thrive. Good health and wellbeing is key to our employee engagement and organisational performance.

Linda Burrows

Trust Head of HR
linda.burrows@pinnacleLT.ac.uk
0161 287 8001

Rebecca Anchor

Trust Deputy Head of HR
Rebecca.Anchor@pinnacleLT.ac.uk
0161 287 8001

The services we provide include

- Responsibility for all HR functions, including Employee Relations, Recruitment, Pensions, Absence Management and Occupational Health.
- Working closely with Office/Business Managers at our academies to ensure employee records are maintained, support pre employment checks, contracts of employment, placing of recruitment adverts and recording of absences.
- Conducting wellbeing and absence meetings on site on a regular basis.
- Making referrals to Occupational Health in consultation with the Academy Principal.
- Maintaining a Trust Single Central record and conduct DBS Checks and applications.
- Providing advice to senior leaders on employment law issues and HR policies to ensure statutory obligations and compliance are met, as well as supporting leaders with HR processes in our academies.
- Supporting senior leaders with managing change and restructuring.
- Providing an in-house payroll service for some of our academies whilst working closely with a Payroll Bureau to ensure there is a smooth process maintained across our trust, which includes setting up new starters, all statutory variations to contracts such as change to hours, pay, maternity, adoption and sickness payments, processing leavers and calculating final pay, managing tax, national insurance and other statutory and voluntary deductions.
- Working on site across our Trust, spending time at each academy offering a HR drop-in service for all employees.



IT Services

Principles...

We

- Provide access to up to date, high quality and effective technology to enhance students' learning experience and reduce staff workload.
- Ensure that our IT infrastructure is reliable and secure and that appropriate measures are in place to protect users, the network and data.
- Employ ethical and sustainable practice in terms of procurement and disposal of IT equipment.

What we do

The IT Services Team is responsible for providing reliable, secure, up to date and effective IT infrastructure and resources to support the leadership, curriculum and support services needs of the Trust and its academies. This ranges from on site technician support for fault resolution to working with leaders on determining future IT requirements and developing Digital Strategies. The MIS team lead on the design and development of high standard management reports and to provide a data analysis service which meets the Trust's internal and external reporting requirements.

The services we provide include

- Working with academy and trust leaders to develop and implement our trust and academy Digital Strategies.
- Maintaining an IT infrastructure which is reliable, secure and fit for purpose.
- Ensure up to date system and data backups are in place.
- Providing on site technical support and fault resolution.
- Ensuring effective filtering and monitoring policies and systems are in place to maintain the safety of our networks and our students whilst using IT facilities.
- Supporting leaders with the planning of future IT requirements, procurement and implementation.
- Maintenance of IT asset registers.
- Ensuring software and systems are appropriately licensed.
- Maintaining telephony systems.
- Maintaining in house or bought in printing facilities are in place.
- Liaising with external suppliers, as required.
- Writing IT related policies and procedures.

Still to come

- Implementing a single Collaboration platform to improve collaboration, access to information and communication within the trust.
- Developing MIS data and reports which provide staff, leaders and Governors/Trustees with the information they need to monitor performance.

John Armitage

Trust Head of IT and MIS
john.armitage@pinnacleLT.ac.uk
0161 287 8000

Preeti Visram

Deputy Head of IT Services
preeti.visram@pinnacleLT.ac.uk
0161 287 8000

Marketing

Principles...

We

- Communicate effectively and celebrate our successes at academy and trust level, promoting each as 'providers of choice' for staff and students.
- Use a consistent tone and voice that is nurturing, inclusive and reflective of the community in which we work.
- Offer a responsive service, creating and promoting content in collaboration with leaders and teams across the trust.

What we do

The Marketing Team aims to establish The Pinnacle Learning Trust and its academies as the natural first choice for staff and students of all ages, sharing achievements and updates with the outside world, partners and stakeholders. We create the outward voice and appearance of our trust and its academies.

We are based centrally within the trust and engage with staff and students, upon request, as well as ensuring regular attendance at events for appropriate support and coverage. The team is available to offer guidance and act as a link between the academy and wider community, providing social media support and press opportunities. We take pride in sharing all the good news stories from our trust and highlighting to families why they should send their children to learn at our academies.

Samuel Thornley

Marketing Manager
samuel.thornley@pinnacleLT.ac.uk
0161 287 8000 x2345

Nazia Chowdhury

Marketing and VLE Officer
(Secondary School Lead Contact)
ncy@hathershaw.org.uk
0161 770 8555

Tina Warhurst

Reprographics and Marketing
Technical Officer (Lead Contact
for design and print support)
tw1@oslc.ac.uk
0161 287 8000 x2308

Sallie Scott

Senior Marketing Officer
(Sixth Form and Professional
Development Lead Contact)
sallie.scott@pinnacleLT.ac.uk
0161 287 8000 x2551

The services we provide include

The Marketing Team provides on site support and coverage of events, good news stories and achievements of academies. The team covers all aspects of events, including photography, videography, social media coverage and press releases, working in tandem with the event organiser.

- **Design and creation of materials** - prospectuses, leaflets, templates, banners.
- **Draft press releases** - What has gone well in our academies, a new student award, a special visitor, a brilliant result.
- **Social media posting and community building** - share posts, send updates, make TikToks.
- **Update and management of websites** - page changes, key information, looks, interaction and hosting documents.
- **Video and photo production** - video, audio and photo.
- **Marketing plans and strategies** - to ensure we are reaching our key audiences with the right messages and are raising our profile.
- **Curate and maintain image bank and style guide** - up to date and usable images, accessible by academy staff, ensuring they have the best images to illustrate their work. Trust logos, style guide and branding guidelines ensure that trust staff are empowered to create their own work, whilst remaining GDPR compliant and within trust expectations.
- **Reprographics** - A central reprographics and design team ensures that we can support on print related queries and limited production of materials, including small print runs of booklets, pull up banners and large scale canvas banners.



Governance support services

Principles...

We

- Have a high performing governance structure and a clear strategy, with the necessary expertise to fulfil our functions effectively.
- Value the contributions of our local governing bodies who remain rooted in and representative of their communities, and provide support and challenge to academy leaders.
- Advocate ethical, visible and accountable governance across our trust, where decision making is supported by meaningful engagement.

What we do

We collaborate in order to ensure that governance across our trust remains effective, compliant, adheres to good practice and meets all statutory and regulatory requirements. We implement aligned systems and processes which support our reporting and shared accountability processes and provide the framework for robust, strategic governance.

Key contacts

Danielle Hunt

Lead Governance
Professional and Exec PA
danielle.hunt@pinnacleLT.ac.uk
0161 287 8000 x 2519

Jan Jones

Clerk to LGBs
jan.jones@pinnacleLT.ac.uk

The services we provide include

- A full time Lead Governance Professional who is on hand to provide support, advice and guidance on all aspects of governance.
- A professional centralised clerking service which includes:
 - The facilitation of pre-lgb meetings and the preparation of focused agendas.
 - Ensuring meetings are efficient, effective and are accurately recorded with actions followed up appropriately.
 - Ensuring the board remains focused on its core strategic priorities.
 - Satisfying all aspects of meeting compliance.
- Aligned processes to ensure academies are meeting statutory and civic duties.
- All aspects of governor recruitment and induction.
- Comprehensive governor training and development pathways and access to a wide range of resources, including skills audits and our Governance Handbook.
- Internal and external reviews of governance.
- Full membership of The National Governance Association and their Learning Link, The Confederation of School Trusts and The National College.
- Support with the implementation of the Scheme of Delegation and LGB terms of reference.
- Risk management strategy and support.
- Website compliance.
- Chairs' Group meetings.
- Regular briefings on pertinent topics from the Lead Governance Professional and an annual trust wide training event delivered by the trust's Professional Development Director.
- An annual governance calendar and LGB cycle of business.
- A bespoke policy review schedule.
- Maintenance of statutory registers.
- Training and support to transition from maintained governance to academy governance.
- Advice and support regarding admissions policies, processes and statutory consultations.



Estates and Health & Safety

Principles...

We

- Commit to effectively using our funding in order to provide a safe, secure, well-maintained, sustainable and fully compliant estate which can facilitate a positive learning environment for our young people.
- Engage in a proactive approach to estates management, by way of sound resources, financial and compliance planning;
- Share and make use of our facilities across our trust where possible and appropriate, to the benefit of all of our students and communities.
- Take pride in our estate, our facilities and our academies.

What we do

The Estates department oversees all aspects within the built environment at our Trust. This ranges from minor repairs and grounds maintenance to managing large scale construction and refurbishment works. Working with colleagues at both academy and Trust level, we look to maintain the estate so that it remains safe and also sufficient for its use.

As a team, we have a clear visible presence across our sites and look to provide first like support to all colleagues with health and safety concerns or potential issues or improvements to our estate.

The services we provide include

- Management of the Risk Protection Arrangement membership for each academy and for our overarching Trust, including processing, oversight and follow up of any claims, loss adjuster liaison and required restoration of any part of our estate;
- Ensuring compliance with The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 legislation, which requires employers to report and keep records of: work-related accidents which cause deaths; work-related accidents which cause certain serious injuries (reportable injuries); diagnosed cases of certain industrial diseases; and, certain 'dangerous occurrences' (incidents with the potential to cause harm);
- Designing, implementing and reviewing a comprehensive programme of planned, preventative maintenance (PPM), asbestos risk assessments, legionella risk assessments, fire risk assessments, heating, ventilation and air conditioning systems (HVAC) maintenance, intruder alarm servicing, boiler servicing and upkeep of lifts across our Trust;
- Asset management planning, working with CFO, Head of Finance, and academy principals on associated funding, and liaising with contractors and specialist engineers on associated project management;
- Preparing and submitting regulatory reporting in relation to estates;
- Maintaining, presenting for review and ensuring compliance with a suite of Trust estates and health and safety policies.

Key contacts:

Joe Donnelly

Head of Estates
joseph.donnelly@pinnacleLT.ac.uk
0161 287 8000 x2344

Ryan Osbaldeston

Deputy Head of Estates
ryan.osbaldeston@pinnacleLT.ac.uk
0161 770 8555





OLDHAM SIXTH FORM COLLEGE

Union Street West, Oldham. OL8 1XU

Telephone: 0161 287 8000

www.pinnaclelearningtrust.org.uk

