



2025 - 2028

PEOPLE STRATEGY

Our Trust's planned approach to strategic estate management, helping to manage our estate and meet your educational aims.

REVISION 1 - MAY 2025 - EARLY DEVELOPMENT

REVIEW DATE: SUMMER 2026

APPROVED BY TRUSTEES: **14TH JULY 2025**

Our Trust People Strategy is central to our Trust strategic planning and has been developed aligned to the DfE's Trust Quality Descriptors and CST's domains of a strong trust and its workforce, resilience and wellbeing indicators.

We have also considered guidance on the CIPD to better understand how strategic HRM works, and its relationship with business strategy, human capital management and performance to link our people management and development practices to our long-term strategic goals and outcomes.

Boxall and Purcell describe strategic HRM as explaining how HRM influences organisational performance. They argue that strategy is not the same as strategic planning:

- Strategic planning is a formal process, usually in larger organisations, defining how things will be done. Strategy, by contrast, exists in all organisations (even if it's not written down and articulated) and defines the organisation's behaviour and how it attempts to cope with its environment.

Our Trust People Strategy aims to:

- Make a clear statement about our commitment to creating a high performing working culture for our people including how we value and treat our staff, in line with our core values to create a coherent framework for employees to be hired, managed and developed.
- Seeks to highlight our Trust as a unique place to work and learn and one where staff aspire to work, building on a clear employer brand using the flexibilities of our Trust structure to create opportunities for our staff.
- Gives high priority to the development and recognition of all staff, strengthening teams and developing a nurturing culture where high standards are expected, encouraged and developed throughout the employment lifecycle both within our trust and across the school system.
- Ensure inclusive working in conjunction with staff, senior leaders, executive teams and Trustees to promote equality and diversity.
- Manage workload, prioritising wellbeing and taking action to support all staff.
- Ensure our working environment prioritises effective behaviour and attendance policies to create a safe environment in which to work and learn by creating an organisational culture in which people feel they belong and are supported.



Our Vision



Achieve.

Ensuring all children have the knowledge, skills and character to shape future success for themselves and their world.



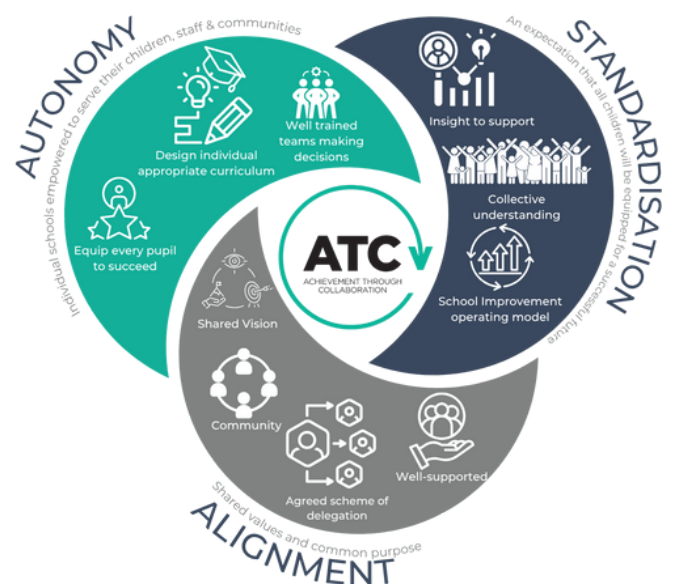
Belong.

Individual schools united through common purpose and shared values.



Collaborate.

Share good practice, support schools, provide opportunities for children, staff and our communities.



OUR STRATEGY

At AtC, we believe the success of the education system is rooted in the flourishing of our human capital.

Human capital refers to the knowledge, skills, and abilities that individuals acquire through education, training, and experience, both within and outside of the workplace. We view our human capital as a vital asset and take an integrated, strategic approach to its management. This approach involves all Trust stakeholders, through embedding an environment where our people, schools and communities flourish.

Our People Strategy's strategic aim is to establish a strong, shared purpose that will guide our collective growth over the coming years and decades. By focusing our time, resources, leadership, energy, expertise, and wisdom, we strive to build a clear and compelling narrative that unites and drives us positively forward and we deliver great results for our children.

Our vision is to create a community of people through a strong People Strategy and through people who share a deep passion for their work, learning and improving together through ongoing collaboration and shared values. As we prepare for the future, including the Class of 2040, we are committed to advancing our common purpose that will set us on the path to collective flourishing.

Our common purpose will build a community inspired by our core values of Achieve, Believe and Collaborate, linking individuals through a shared belief of our identity, meaning, and mission.

AtC Trust has outlined four key strategic objectives to guide our focus and development:



PEOPLE STRATEGY PRIORTIES

People Strategy



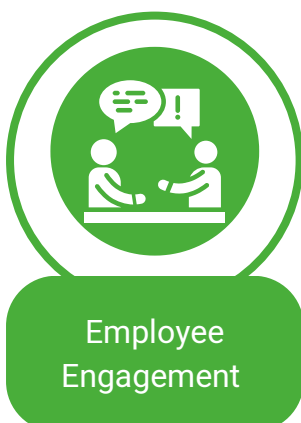
Priority 1: Recruitment and Retention: Deliver a recruitment and retention plan that attracts qualified educators and support teams and keeps them engaged. To include clear career paths, development opportunities, and competitive salaries and benefits.



Priority 2: Professional Development: Establish a continuous professional development in-house training, external courses, and opportunities for career framework with advancement.



Priority 3: Positive Workplace Culture: Ensure a culture that values staff well-being and work-life balance. Offering mental health resources, promote work-life flexibility, and create a supportive environment where staff feel heard and valued



Priority 4: Employee Engagement: Engage staff by seeking regular feedback and acting on it. Using surveys, feedback sessions, and focus groups to understand staff needs and address issues early.

IMPLEMENTATION PLAN

SUMMARY 2025-2028

Priority	Overall Objective	Key Deliverables (We will deliver this through)	Monitoring Success (We will monitor our success by)	Expected Delivery
Priority :1 Recruitment & Retention	Deliver a plan that attracts qualified educators and support teams, keeping them engaged through clear career paths, development opportunities, and competitive salaries and benefits	- Develop a proactive recruitment strategy informed by internal workforce planning. - Implement Trust Safer Recruitment Policies and compelling recruitment materials. - Develop and implement a comprehensive branding strategy to increase Trust visibility and communicate unique strengths. - Develop and publish the Trust Total Rewards strategy on all recruitment sites. - Develop targeted strategies to attract candidates from underrepresented backgrounds across all groups, including leadership and governance. - Develop a comprehensive apprenticeship strategy that ensures full utilisation of the levy, positioning AtC as a lead provider of the Level 6 teacher apprenticeship. - Establish a regional hub model with Kingsbridge EIP SCITT for Initial Teacher Training. - Embed value-based interview techniques and assessments aligned with Trust core values.	- Track recruitment, attrition, and retention metrics on an annual basis. - Track diversity monitoring data of applicants and hires (reporting annually to Trustees). - Monitor the utilisation of the Trust's apprenticeship levy and the number of apprentices enrolled in the Level 6 teacher apprenticeship. - Track the success of value-based recruitment by measuring staff engagement and alignment with Trust values. - Track brand awareness and perception through regular surveys and feedback.	
Priority 2: Professional Development	Establish a continuous professional development framework with in-house training, external courses, and opportunities for career advancement	- Establish clear career progression frameworks (talent management) for all staff, guided by Edurio survey results. - Review and update job descriptions to ensure clear accountability and defined responsibilities for all roles. - Provide targeted leadership development programmes for current and future middle leaders. - Establish a structured feedback process for regular, constructive, and actionable feedback (e.g., staff/team shout outs). - Integrate DfE accredited National Professional Qualifications (NPQs) into the professional development pathway. - Implement structured development programmes in collaboration with BeReady SEND, focusing on inclusive practice and SEMH/SEND leadership. - Develop and implement retention strategies, including exploring flexible PPA time and introducing a universal benefit granting all staff one day's leave during term time. - Implement a pilot in AY 2027-28 for flexible PPA arrangements and the term-time leave benefit. - Implement robust systems to identify and nurture high-potential staff for rapid deployment	- Measure staff retention and satisfaction levels to determine the impact of career development opportunities. - Redefine role descriptions and KPIs to reflect clear lines of responsibility. - Track the progress and impact of middle leaders through regular performance evaluations. - Survey staff regularly to assess satisfaction with feedback and recognition received. - Track participation rates in CPD programmes and NPQs. - Conduct regular surveys to assess staff satisfaction with flexible working arrangements and additional benefits. - Analyse retention rates and exit interview data to determine the impact of these initiatives.	
Priority 3: Positive Workplace Culture	Ensure a culture that values staff well-being and work-life balance, offering mental health resources, promoting flexibility, and creating a supportive environment where staff feel heard and valued	- Further embed a coaching culture across the Trust, integrating it into appraisal systems. - Develop and implement the Trust's Ethical Leadership Model, ensuring it underpins all decision-making processes and aligns with core values (Achieve, Belong, Collaborate). - Embed a Trust Wellbeing Strategy and further develop the EDIB Strategy. - Launch mandatory and optional training hub for staff and managers focusing on wellbeing and EDIB. - Regularly review and update HR policies to ensure full legal compliance and alignment with latest HR best practices. - Review and enhance the Trust's approach to flexible working (building on P2.10 initiatives) to meet evolving staff needs	- Use surveys and focus groups to gauge staff feelings about the coaching culture and quality of appraisals. - Track the impact of ethical leadership training on staff engagement and overall Trust culture. - Regularly assess EDI and wellbeing data against established KPIs. - Conduct regular audits of HR policies, processes, and procedures to ensure compliance. - Monitor HR-related data such as grievance rates, disciplinary actions, and employee satisfaction. - Track retention rates and exit interviews to determine the impact of flexible working options.	

IMPLEMENTATION PLAN

SUMMARY 2025-2028

Priority	Overall Objective	Key Deliverables (We will deliver this through)	Monitoring Success (We will monitor our success by)	Expected Delivery
Priority 4: Employee Engagement	Engage staff by seeking regular feedback and acting on it, using surveys, feedback sessions, and focus groups to understand staff needs and address issues early	- Embed a culture of regular employee surveys to gauge satisfaction and morale. - Develop a system for tracking feedback and guaranteeing follow-up actions are taken. - Raise awareness of available wellbeing support through Simply Health via clear communication channels. - Develop and implement a wide range of wellbeing services (EAPs, mental health support, fitness programmes). - Establish a team of Mental Health First Aiders (MHFA) across the Trust (guidance: 1 MHFA per 20–30 staff members). - Conduct regular health and safety audits (Trust Estates Manager). - Develop comprehensive medium and long-term workforce strategy plans aligned with Trust goals. - Develop clear systems to identify high-potential employees early and map talent across the organisation	- Analyse results of employee surveys, focusing on engagement scores. - Track the completion and impact of action plans developed from staff feedback. - Track participation rates in wellbeing programmes and the number of MHFA in each school/Trust. - Set specific targets for reducing sickness absence rates and strategically track absence data. - Monitor key HR metrics such as time-to-hire, employee retention, and staff engagement. - Evaluate the success of internal recruitment and deployment (measuring how many key roles are filled by internal candidates)	

Priority 1:

Recruitment and Retention: Deliver a recruitment and retention plan that attracts qualified educators and support teams and keeps them engaged. To include clear career paths, development opportunities, and competitive salaries and benefits.

Priority 1: Recruitment and Retention				
Our priority areas				
Support the retention of great staff both within the individual trust and across the school system through the delivery of a genuine value led culture where pupils and staff thrive and grow to their full potential.				
Priority	What do we know?	Our approach to achieve our priorities this this will include:	We will deliver this through:	We will monitor our success by:
1.1 Support the retention of exceptional expert staff (teaching and support) both within the trust and across our schools by cultivating a value driven culture where both pupils and staff can thrive and grow to their full potential achieving high engagement and net promoter scores which show satisfaction at all levels.	Nationally, fifteen out of 18 secondary subjects are failing to meet recruitment targets. Primary schools have also started to miss recruitment targets, and retention of staff is a significant challenge.	Develop a proactive recruitment strategy, informed by internal workforce planning and an understanding of external factors influencing the education sector (locally and nationally). Adopt a supportive work environment through our Trust Safer Recruitment Policies and recruitment materials to attract a high-quality workforce. Strive to make AtC an excellent place to work by offering a wide range of benefits that enhance employee wellbeing and go beyond national terms.	Implement Trust Safer Recruitment Policies and create compelling recruitment materials. Promote a culture of continuous professional growth and development for staff at all levels. Offer competitive benefits and programmes that prioritise employee wellbeing and work-life balance. Embrace the values and aspirations of new generations, for example Generation Alpha, who seek a strong sense of purpose, flexibility in work arrangements, and a focus on technology and innovation.	Track recruitment, attrition, and retention metrics on an annual basis. Identify and report any trends, risks, or areas for improvement to our Trustees. Integrating our Digital Strategy matrix to guide key drivers of success. Tacking any recruitment, attrition, and retention metrics at source.

1.2 Enhance and expand the focus on our Trust's brand profile and communicate a clear, outward-facing message that reflects our Trust's unique position in the education sector.	Our Trust's brand is currently well developed in terms of brand recognition, there is however a need to better communicate the unique aspects of our trust across the wider educational landscape using this identity and create greater visibility through our civic work to stand out from the crowds and amongst other providers across the school system.	Develop and implement the comprehensive branding strategy to increase our Trust's visibility and reputation through voice and media. Develop and publish out Trust total rewards strategy on all recruitment sites to include the wide range of benefits on offer to enhance wellbeing in the workplace for all our employees. Develop consistent, compelling messaging that showcases our Trust's unique strengths, values, and impact on its pupils/students and communities and wider school system. Ensure all staff and internal and external comms reflect the agreed AtC brand style and guidelines.	Invest in targeted marketing and communication campaigns that highlight any Trust achievements and values through established voice and media. Strengthen our digital presence through aligned social media, website, and other online platforms to engage a wider audience. Create clear, consistent messaging that aligns with our Trust's mission and vision, ensuring these resonates with staff, pupils/students, parents, and the broader school community.	Track brand awareness and perception through regular surveys and feedback from stakeholders. Analyse the engagement levels on digital platforms and monitor the impact of marketing campaigns. Regularly review the effectiveness of our communication strategies and adjust them based on feedback and results.
1.3 Focus on expanding our candidate pools to actively include and attract underrepresented groups, ensuring diversity and equity in the recruitment process.	There are some gaps in the diversity of our current candidate pool, and underrepresented groups are not adequately reflected in the workforce. To build a more inclusive environment, it is essential to increase efforts to engage these groups across all groups including leadership and governance.	Develop targeted strategies to attract candidates from underrepresented backgrounds including governance and leadership roles. Partner with organisations, communities, and initiatives that focus on diversity and inclusion in the workforce. Promote inclusive hiring practices and	Implement diversity focused recruitment campaigns and advertise in spaces that specifically reach underrepresented groups. Explore the anti racism accreditation. Provide training for school leaders to ensure they recognise and mitigate any potential	Track the diversity monitoring data of applicants and hires, comparing to previous periods reporting annually to trustees through an annual dashboard. Regularly review and analyse the effectiveness of any outreach strategies, adjusting as needed to ensure inclusivity. Monitor the retention and career progression of key

		remove barriers that may prevent underrepresented groups from applying.	unconscious bias throughout any recruitment process. Adopt relationships with institutions and community organisations that support diverse talent pipelines.	underrepresented groups to ensure that recruitment leads to long term success and equity.
1.4 Regularly review and update all recruitment documentation to ensure it remains relevant, attractive, and aligned with modern recruitment standards and AtC Values.	Our trust wide recruitment materials and documentation need to evolve to meet changing expectations and to attract diverse candidates, and to reflect our Trust's branding and current values and culture.	Continuously assess the effectiveness of all recruitment materials, including job descriptions, application forms, and promotional content for example recruitment brochures. Update our documentation to reflect current trends, best practices, brand style guides and feedback from applicants, candidates and staff. Ensure that all recruitment documentation is clear, engaging, and inclusive, making it easy for candidates to understand the opportunities available.	Set up a review process to evaluate and refresh recruitment materials at least annually or as needed. Incorporate feedback from school leaders to ensure the documentation meets their school needs and expectations. Ensure that all recruitment documents are visually appealing, accessible, and aligned with our Trust's brand and values.	Gather feedback from candidates on the clarity and appeal of recruitment materials through onboarding and interviews. Track the success of recruitment campaigns by measuring the number and quality of applications received in response to updated documentation Regularly assess the impact of updated materials on the diversity and quality of hires.
1.5 Develop a comprehensive apprenticeship strategy that ensures full utilisation of the apprenticeship levy, including positioning AtC as a lead provider of the Level 6 teacher	Develop a comprehensive apprenticeship strategy that ensures full utilisation of our apprenticeship levy, but also positions AtC as a lead provider of the Level 6 teacher apprenticeship	Develop a strategic plan that maximises the use of our apprenticeship levy for our people, particularly for the Level 6 teacher apprenticeship. Position AtC as a leading provider of teacher	Design and implement a clear, targeted strategy to increase uptake of apprenticeships across our Trust developing a levy strategy for our trustlevy Create a Kingsbridge EIP	Track the number of apprentices enrolled in the Level 6 teacher apprenticeship and assess the impact on teacher recruitment and retention. Monitor the utilization of the

apprenticeship, and establishing it as a regional center for initial teacher training across our school system.	locally, and establishes it as a regional center for initial teacher training across our school system.	apprenticeships locally, working closely with local schools and education providers in and out of our Trust to deliver this programme across the region. Draw on Kingsbridge EIP SCITT within the Trust for its strategic plan to lead on the development of initial teacher training across our local school system (internal and external). Advance partnerships with other schools/trusts, employers, and stakeholders to support and promote apprenticeships internal and externally.	SCITT apprenticeship hub within AtC to offer training, support, and guidance for aspiring teachers, ensuring it aligns with the needs of the local school system. Promote the apprenticeship programme to schools across the region, emphasising the benefits of recruitment and retention pathway. Establish a regional hub model across the North West, in collaboration with Kingsbridge EIP SCITT, to deliver initial teacher training throughout our local school system.	Trust's apprenticeship levy to ensure it is fully accessed and effectively applied to the development of the workforce across all schools and apprenticeship programmes. Evaluate feedback from apprentices, schools, and stakeholders to ensure our programme meets objectives and is effective in addressing teacher shortages.
1.6 Build and nurture talent pipelines by actively engaging with external organisations, communities, and educational institutions to attract diverse, high-quality candidates/workforce.	There is a need to establish stronger connections with external partners to ensure a continuous flow of talent into our Trust (both support and teaching). Engaging with schools, universities, and other sectors will help build a more diverse and skilled workforce including exploring our own KS4 pools as part of the longer strategy.	Build strategic partnerships with (existing and new) external organisations, universities, and training providers to create clear pathways for potential candidates (be ready etc.). Develop initiatives that position our Trust as an employer of choice, especially for early career professionals and individuals from underrepresented backgrounds. To include both short-term and long-term role marketing	Collaborate with partners to create potential internship, apprenticeship, and graduate placement opportunities. Participate in career fairs, networking events, and conferences to raise our Trust's profile and attract new talent. Establish mentorship and development programmes that connect external talent with current staff to embed growth and career progression.	Track the success of external-facing programmes by measuring the number of candidates sourced through partnerships and outreach activities. Assess the diversity and quality of candidates entering the talent pipeline from external sources. Regularly review feedback from external partners and candidates to improve and refine engagement efforts.

		strategies, as well as clear pathways from teaching to other career opportunities. Leverage industry networks and community connections to broaden the reach of our recruitment efforts and ensure a diverse pool of talent and plug any identified gaps.	Establish clear career progression routes within the Trust, including opportunities to transition from teaching into leadership or support roles. Promote flexible working arrangements, such as hybrid roles or part-time options, to support diverse needs.	
1.7 Create and implement a value-based recruitment workflow to ensure that all appointments align with our Trust's core values, while continually reviewing and strengthening recruitment processes to safeguard our Trust, its staff, and pupils.	It is critical that our recruitment practices reflect our Trust's values to build a cohesive and committed workforce. At the same time, we must ensure that all recruitment processes are thorough, secure, and comply with safeguarding standards.	Embed our Trust automated recruitment system to ensure alignment for every hire, aligned with our Trust value based proposition. Regularly review recruitment procedures to ensure compliance with safeguarding regulations and best practices. Streamline the recruitment process to ensure it is both efficient and thorough, minimising risks and promoting transparency. Incorporate our Trust values within written communication.	Embed value based interview techniques and assessments into recruitment practices, ensuring candidates are evaluated not only for skills but also for cultural fit. Implement a clear and consistent framework for safeguarding, including enhanced background checks and vetting procedures for all new hires. Provide regular training for recruitment teams to ensure they remain up to date on best practices, legal requirements, and our Trust's values Ensure each school has sufficient training safer recruitment staff Provide a template bank for key positions for examples interview tasks,	Track the success of value based recruitment by measuring staff engagement and alignment with Trust values. Conduct regular audits of the recruitment process to ensure compliance with safeguarding standards. Review feedback from candidates, hiring managers, and staff to continuously improve and refine recruitment practices.

			exercise and questions for schools to draw upon	
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Priority 2:

Professional Development: Establish a continuous professional development framework with in-house training, external courses, and opportunities for career advancement.

Priority 2: Professional Development				
Our priority areas				
Establish a continuous professional development framework with in-house training, external courses, and opportunities for career advancement.				
Priority	What do we know?	Our approach to achieve our priorities this this will include:	We will deliver this through:	We will monitor our success by:
2.1 Create clear and accessible career and talent management pathways for all staff, offering opportunities for growth, development, and progression across our Trust and potentially and on occasion cross trust (where it is deemed appropriate to do so).	Staff engagement and retention are closely linked to the availability of career progression and professional development. Providing structured pathways is essential to ensuring staff feel supported and valued in their roles. The results from the Edurio survey will guide this priority moving forward, including the development of a well-defined talent management pathway..	Establish clear career progression frameworks (talent management) for all staff, outlining opportunities for advancement and skill development including internal and external offerings. Offer tailored professional development programmes that cater to different career stages and aspirations. Promote internal mobility by encouraging staff to explore different roles and departments within our Trust (coaching and shadowing).	Create individual development plans for staff, in line with their career goals, to ensure they receive targeted training and support. Launch mentoring and coaching programmes to help staff navigate their career paths and provide guidance from senior leaders. Introduce job rotation and secondment opportunities to expose staff to different roles and broaden their skills.	Track staff career progression, noting promotions, lateral moves, and development milestones. Gather feedback through surveys or interviews to assess the effectiveness of career pathways and professional development programmes. Measure staff retention and satisfaction levels to determine the impact of career development opportunities on engagement and loyalty.

2.2 Ensure that all roles within our Trust have clear accountability and defined responsibilities, particularly for those with people management duties, so that expectations for performance and output are transparent and measurable	A lack of clarity around role responsibilities and accountability can lead to confusion, inefficiency, and disengagement. Clearly defining people management responsibilities is essential to ensuring effective leadership and embedding a high-performance culture.	Review and update job descriptions to ensure every role has clear and specific accountabilities including trust value based competencies framed under the DfE trust quality descriptors. Establish renewed performance expectations and measurable outcomes for all roles, particularly for senior and middle leaders, to ensure alignment with Trust objectives. Develop clear guidelines and frameworks for people management to ensure leaders understand their responsibilities and are held accountable for their teams' performance.	Redefine role descriptions and key performance indicators (KPIs) to reflect clear lines of responsibility and accountability for all staff. Provide leadership training to ensure people managers are equipped with the skills and knowledge to manage their teams effectively. Implement regular performance reviews to assess accountability, people management, and team outcomes.	Track role clarity and accountability through staff feedback and regular audits of job descriptions and responsibilities. Measure the effectiveness of people management by assessing team performance, engagement, and retention. Monitor the alignment of role outputs with our Trust's overall objectives to ensure that all staff are contributing effectively to trust goals.
2.3 Equip current and future middle leaders with the skills, knowledge, and capabilities needed to effectively embed our Trust's culture and drive continuous development across their teams.	Middle leaders play a critical role in shaping and maintaining the culture within our Trust. To ensure sustained growth and success, these leaders must be empowered with the right skills and leadership qualities to embed a positive and developmental environment.	Provide targeted leadership development programmes to enhance the skills of current and future middle leaders. Focus on training that promotes our Trust's values and ensures that leaders can model and instill AtC's desired culture across their teams. Encourage ongoing professional growth by providing opportunities for middle leaders to access mentorship,	Launch leadership development initiatives, including workshops, coaching, and shadowing opportunities, specifically designed for middle leaders. Create structured career progression pathways for middle leaders, ensuring they have access to the resources needed to grow within our Trust. Embed a culture of continuous development by	Track the progress of middle leaders through regular performance evaluations and feedback from their teams. Measure the impact of leadership development programmes by assessing team engagement, performance, and alignment with our Trust's culture. Use surveys and feedback mechanisms to gather insights on how well middle

		coaching, and networking.	regularly reviewing leadership capabilities and offering targeted training to address any gaps.	leaders are embedding our Trust's values and further development within their teams.
2.4 Provide consistent, purposeful feedback to all staff on a regular basis, ensuring that staff are praised and recognised for their contributions and achievements.	Regular and meaningful feedback is essential for staff development, engagement, and motivation. Recognising and appreciating great work strengthens morale, boosts performance, and reinforces our Trust's commitment to valuing its employees.	Establish a structured feedback process that ensures staff receive regular, constructive, and actionable feedback for example staff / team shout outs. Create a culture of recognition where staff are consistently acknowledged for their hard work and achievements, both informally and formally. Provide training for managers on giving effective, positive, and development focused feedback that motivates and supports staff growth.	Implement a structured framework for one on one meetings to discuss achievements, provide feedback, and set future goals. Develop recognition programmes, such as awards or appreciation events, to celebrate staff achievements and milestones. Encourage peer to peer feedback and recognition to embed a supportive and collaborative work environment.	Survey staff regularly to assess their satisfaction with the feedback and recognition they receive. Track engagement and performance metrics to measure the impact of feedback and recognition on staff motivation and productivity. Monitor the frequency and quality of feedback shared across the organization to ensure it is meaningful and consistent.
2.5 Strengthen partnerships with external providers, such as apprenticeship providers, Teaching School Hubs, and local trusts and other organisations, that align with our Trust's values and vision to enhance collaboration and create mutually beneficial opportunities.	Collaborating with external organisations that share our values and mission is key to expanding opportunities for staff development, recruitment, and overall educational excellence. Strong partnerships will enhance our Trust's impact and embed innovation in teaching and learning.	Identify and engage with external providers that align with our core values and objectives, particularly in areas of staff training, recruitment, and professional development drawing on the work of our Trust including Kingsbridge. Build collaborative partnerships with Teaching School Hubs, local education providers, and apprenticeship organisations to help us create pathways	Develop a clear partnership strategy that outlines how we will engage with and assess potential external providers. Create formal agreements or memorandums of understanding (MOUs) with key external organisations to solidify collaboration work/efforts. Organise joint events, workshops, or training programmes with partners to	Track the success and outcomes of partnerships by measuring staff development, recruitment success, and programme participation and long term impact of our work. Collect feedback from staff and external partners to assess the effectiveness and alignment of the collaboration. Regularly review and assess

		for staff growth and talent acquisition for example BeReady. Embed long-term, strategic relationships to ensure shared goals and sustainability in collaborative initiatives.	strengthen relationships and improve opportunities for staff and ITT students for example ResearchEd network events.	partnerships to ensure they continue to align with our Trust's evolving needs and goals.
2.6 Continue to invest in high-quality, relevant Continuing Professional Development (CPD) opportunities for all staff, including offering the suite DfE accredited National Professional Qualifications (NPQs) to support career growth and enhance staff expertise.	Ongoing professional development is vital for maintaining high standards and ensuring staff remain equipped with the skills and knowledge required to meet the evolving needs of our Trust. Access to DfE accredited NPQs will further strengthen staff capabilities and career progression.	Offer a wide range of CPD opportunities tailored to the needs and aspirations of staff at all levels. Integrate DfE accredited NPQs into the professional development pathway (talent management) for teachers and leaders to support their leadership development. Encourage a culture of continuous learning and professional growth by ensuring CPD is relevant, impactful, and aligned with both individual and trust goals.	Provide funding for staff to participate in accredited NPQs, ensuring these qualifications are accessible to all eligible staff. Regularly review and update CPD programmes to ensure they align with the latest educational research, best practices, and our Trust's priorities. Promote and support collaborative learning opportunities, such as peer mentoring and group based CPD initiatives.	Track participation rates in CPD programmes and NPQs, ensuring staff have access to the development opportunities they need. Evaluate the impact of CPD and NPQs on staff performance, engagement, and career progression. Gather feedback from staff on the quality and relevance of CPD offerings and use this data to refine and improve future programmes.
2.7 Enhance and regularly review internal opportunities for staff, such as Trust for example Lead Practitioner positions, to ensure these roles are impactful and contribute to staff development, leadership growth, and the overall success of our Trust.	Internal opportunities such as Lead Practitioners roles are essential for developing leadership capacity and embedding career progression within our Trust. Continuously evaluating their impact ensures they remain effective in supporting staff	Regularly review the structure, scope, and responsibilities of potential Lead Practitioner positions within our central education team to ensure they align with the evolving needs of our Trust. Provide clear career progression pathways for staff in these roles to ensure ongoing	Conduct regular evaluations of our Trust Roles , assessing their contributions to our Trust's goals and impact on staff development. Provide ongoing training and development for individuals in these roles to help them succeed and maximise their potential.	Track the performance and progression of any Trust roles, monitoring their impact on teaching quality, staff engagement, and Trust wide initiatives. Use surveys and feedback mechanisms to assess how these roles are perceived by the staff and the

	and driving improvement.	development and support. Collect feedback from staff in these positions, as well as their teams, to measure the effectiveness and impact of these opportunities on overall staff engagement and performance.	Create opportunities for staff in these positions to share best practices and collaborate with other leaders across our Trust to enhance their effectiveness.	Wider Trust community. Measure the long-term outcomes of these roles, such as improvements in staff retention, performance, and the overall culture of our Trust.
2.8 Create robust mechanisms that support staff in developing leadership skills in inclusive practice and becoming experts in Social, Emotional, and Mental Health (SEMH) and wider Special Educational Needs and Disabilities (SEND), initially drawing on our experience and partnership with the BeReady SEND programmes.	Developing staff expertise in inclusive practice and SEND is crucial for supporting an inclusive learning environment for all and engaging with the DfE's current opportunities mission. Building strong, knowledgeable leaders in this area will enhance our Trust's ability to meet the needs of diverse learners, particularly those with SEMH and SEND.	Leverage our relationship with BeReady to extend SEND programmes to provide targeted professional development and resources for staff. Establish clear pathways for staff to grow into leadership roles in inclusive practice, particularly those with an interest or background in SEMH and SEND. Embed a culture of continuous learning around inclusive education, supporting staff at all levels to enhance their knowledge and practical skills.	Implement structured development programmes in collaboration with BeReady SEND, focusing on inclusive practices, SEMH, and SEND leadership. Provide opportunities for staff to attend specialized training, workshops, and conferences related to inclusive education and SEND. Create mentorship and peer support networks where staff with expertise in SEMH and SEND can share best practices and support others in developing their skills.	Track the number of staff who participate in SEND and inclusive practice development programmes, ensuring growth in knowledge and expertise. Measure the impact of these development opportunities on student outcomes, particularly for those with SEMH and SEND. Gather feedback from staff on the effectiveness of the training and support mechanisms, adjusting our approach based on their input.
2.9 Implement robust systems to identify and nurture talent within our Trust, ensuring that high-potential staff are supported and given opportunities for rapid deployment into	Early identification and development of talent are crucial for embedding leadership and expertise within our Trust. Rapid deployment of talent allows the organization to be	Develop and implement a clear framework for identifying high-potential staff across all roles. Provide ongoing professional development and mentoring to ensure	Use performance reviews, feedback mechanisms, and talent assessments to identify individuals with high potential. Offer personalized development plans and coaching to	Track the progress of high-potential staff and the success of talent deployment through performance metrics and career progression. Measure the impact of rapid talent

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roles where they can make the greatest impact.	agile and respond effectively to changing needs.	identified talent is nurtured and prepared for advancement. Create flexible systems that enable rapid deployment of talent into new or critical roles to address emerging challenges or opportunities.	nurture the skills and leadership capabilities of high-potential staff. Establish a talent pool or internal talent marketplace that allows for swift identification and placement of staff into new roles when needed.	deployment on trust agility and overall performance. Regularly review the effectiveness of talent identification and development systems to ensure they are meeting the needs of our Trust and its staff.
2.10 Develop and implement retention strategies, including flexible working arrangements and additional benefits, to support staff work-life balance and job satisfaction. This includes exploring options such as allowing Planning, Preparation, and Assessment (PPA) time to be completed at home and introducing a universal benefit granting all staff one day's leave during term time, providing greater flexibility for school-based colleagues.	Flexible working policies are effective in retaining staff and accommodating diverse life stages. The DfE suggests that schools consider how PPA time is scheduled to facilitate more flexible arrangements. Additionally, introducing benefits like some term time leave should enhance job satisfaction and work-life balance. Unions are now vocal in how many Trust employers are providing flexible working arrangements beyond statutory requirements, contributing to a supportive work environment.	Review and adjust PPA time scheduling to allow (where possible) staff to complete certain tasks from home, promoting a better work-life balance. Introduce a policy granting staff a single additional day's leave which is to be taken during term time, offering greater flexibility for personal commitments. Evaluate and enhance the existing benefits package to include options such as flexible working hours and the ability to purchase additional leave, aligning with best practices in the education sector.	Collaborate with Trust HT's and leaders to develop policies that support flexible working and additional leave benefits, ensuring alignment with contractual obligations and operational requirements. Implement a pilot in AY 2026-27 for flexible PPA arrangements and a one day's term-time leave benefit, gathering feedback to refine and improve the initiatives. Provide training for school leaders on implementing flexible working policies effectively and equitably, ensuring all staff are informed about available benefits.	Conduct regular surveys to assess staff satisfaction with flexible working arrangements and additional benefits, making adjustments based on feedback. Analyse retention rates and exit interview data to determine the impact of these initiatives on staff retention. Monitor the effect of flexible working and additional leave on school operations, ensuring that student learning and staff productivity are maintained.
2.11 Continuously monitor both local and national trends, including Initial Teacher Training (ITT) statistics through our Trust SCITT	Workforce planning is critical to ensuring that our Trust has the right people with the right skills at the right time. National and local	Continuously analyse local and national workforce trends, including ITT statistics, demographic shifts, and broader labor market movements,	Regularly review national and local labor market data, including ITT trends, to understand the availability of qualified candidates in key areas (such	Monitor the success of recruitment campaigns, tracking metrics such as time-to-hire, vacancy rates, and staff turnover, ensuring that we are

Kingsbridge and broader workforce data, to ensure that workforce planning is aligned with both current labor supply and demand. This will be done in coordination with our Trust's growth plans, ensuring that we can recruit, retain, and develop the necessary talent to meet our expanding needs.	trends, such as those in ITT statistics and the wider labor market, can provide valuable insights into where there may be gaps or surpluses in talent. Aligning workforce planning with our Trust's growth plans is essential to meet the needs of the expanding educational environment, ensuring that staffing levels and skills match our Trust's ambitions and objectives.	to forecast future workforce needs and identify potential gaps or opportunities. Integrate workforce planning into our Trust's strategic growth initiatives, ensuring that the staffing needs for new schools, programmes, or initiatives are anticipated and met. Utilise insights from workforce trends to develop a robust talent pipeline, including proactive recruitment, professional development programmes, and strategic partnerships with local and national education providers.	as SEND or leadership roles). Work with senior leadership teams to understand our Trust's growth plans and map out the future staffing needs, ensuring that workforce planning is proactive and aligned with our Trust's expansion goals. Engage with local authorities, educational institutions, and national bodies to stay informed about changes in the education sector and identify opportunities for recruitment and professional development. Develop strategies to attract talent to our Trust, including targeted recruitment campaigns based on labor market trends, and retention strategies that focus on career progression, development, and a positive work environment.	meeting the staffing demands of our Trust's growth plans. Continuously analyse ITT and labor market data to ensure that workforce supply is aligned with demand, adjusting recruitment strategies as needed to address any gaps. Assess the alignment of staffing levels with our Trust's strategic growth, ensuring that we have the appropriate number of staff in place to meet the needs of new schools, programmes, or initiatives. Track the effectiveness of talent pipeline initiatives, such as partnerships with training providers or recruitment agencies, and measure the long-term success of these efforts in building a sustainable workforce.
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Priority 3:

Positive Workplace Culture: Ensure a culture that values staff well-being and work-life balance. Offer mental health resources, promote work-life flexibility, and create a supportive environment where staff feel heard and valued

Priority 3: Positive Workplace Culture				
Our priority areas				
Ensure a culture that values staff well-being and work-life balance. Offer mental health resources, promote work-life flexibility, and create a supportive environment where staff feel heard and valued				
Priority	What do we know?	Our approach to achieve our priorities this this will include:	We will deliver this through:	We will monitor our success by:
3.1 Further embed a coaching culture across our Trust, embedding this approach into all areas of practice, with a particular focus on supporting growth and career conversations and enhancing and developing meaningful, development-focused appraisal systems.	A coaching culture promotes continuous learning, enhances staff performance, and increases engagement. Providing staff with the tools and opportunities for growth, through regular coaching, career discussions, and meaningful appraisals, helps them feel supported and valued. This leads to improved retention and performance.	Embed a culture where coaching is integral to everyday practice, ensuring that all staff have access to coaching and development conversations. Facilitate regular, proactive discussions around career development, supporting staff in identifying their aspirations and creating clear development pathways. Revise and enhance appraisal systems to ensure they are development focused, with a clear emphasis on professional growth, feedback, and future career planning.	Provide training for leaders and staff at all levels in coaching techniques and approaches, ensuring coaching becomes a key part of everyday interactions. Schedule regular career development meetings, where staff can set goals, discuss progress, and plan for future development opportunities. Ensure the appraisal system has a focused on growth, including goal setting, feedback, and longer term career development. Make sure all appraisals are meaningful and linked to staff aspirations.	Use surveys, focus groups, and feedback sessions to gauge how staff feel about the coaching culture and the quality of growth conversations and appraisals. Monitor the impact of the new appraisal system by tracking staff development, performance improvement, and career progression. Measure retention rates and the number of staff who take on leadership or new roles within our Trust as a result of their coaching and career development opportunities.

3.2 Develop and implement our Trust's Ethical Leadership Model, ensuring it underpins all decision-making processes and is fully aligned with our Trust's Core Values of Achieve, Belong, and Collaborate.	Ethical leadership is fundamental to building a culture of trust, integrity, and accountability within any organisation. By embedding a strong ethical leadership model and aligning it with our Trust's core values, we can ensure decisions are made in the best interest of students, staff, and the wider community, embedding a supportive and collaborative environment.	Create a clear, actionable framework for ethical leadership that defines key principles and behaviors aligned with our Trust's values. Ensure that all decision-making processes are guided by our Trust's Ethical Leadership Model and Core Values, with a particular focus on fairness, transparency, and inclusivity. Integrate a Ethical Leadership Model into leadership development programmes, ensuring that all current and future leaders are trained in its principles and how to apply them in practice.	Develop a comprehensive set of guidelines outlining ethical decision-making processes and our Trust's expectations for ethical leadership. Incorporate ethical leadership training into all our leadership development (talent management pathway) programmes, ensuring leaders are equipped to make decisions that reflect our Trust's values. Establish mechanisms for ongoing evaluation of ethical decision-making at all levels, with leaders reflecting on their decisions to ensure alignment with our Trust's values. Regularly communicate the importance of ethical leadership and our Trust's values across all teams, ensuring everyone understands their role in upholding these principles.	Use surveys, focus groups, and one-on-one discussions to gather feedback from staff on the effectiveness of ethical leadership practices and how well decisions align with our Trust's values. Regularly review key decisions made across our Trust to assess whether they align with the Ethical Leadership Model and our Trust's values. Track the impact of ethical leadership training and the application of the model on staff engagement, student outcomes, and overall Trust culture.
3.3 Embed a Trust Wellbeing Strategy and further develop the Equality, Diversity, and Inclusion (EDI) Strategy, with a focus on upskilling	Wellbeing and EDI are critical to creating a positive and inclusive workplace culture where all staff feel valued, supported, and empowered to succeed. Ensuring	Provide training and resources to managers and staff on their responsibilities in relation to wellbeing and EDI, ensuring that these issues are understood and	Launch mandatory and optional training programmes hub (google) for staff and managers, focusing on their roles in promoting wellbeing and EDI, and ensuring	Regularly assess EDI and wellbeing data against established KPIs, making adjustments to the strategy based on trends, feedback, and analysis.

managers and colleagues regarding their obligations related to wellbeing and EDI, as well as developing key performance indicators (KPIs) and data to inform and shape the EDI strategy.	that managers and colleagues understand their roles in promoting these values and using data to track progress will strengthen our Trust's commitment to equality, diversity, and staff wellbeing.	embedded in everyday practice. Establish clear KPIs and data collection methods to measure the success of EDI initiatives and identify areas for improvement, ensuring that the EDI strategy is continuously informed by evidence. Ensure that both the wellbeing strategy and EDI strategy are consistently integrated into all Trust policies and practices, including recruitment, development, and performance management.	compliance with relevant policies and best practices. Develop a system for tracking and reporting on EDI metrics such as staff demographics, recruitment, retention, and progression rates, as well as wellbeing indicators like staff satisfaction and mental health. Regularly review and update the EDI strategy, using KPIs and feedback from staff to ensure that the strategy is meeting the diverse needs of our Trust's workforce. Provide resources, including guides, toolkits, and support networks, to help staff and managers apply EDI principles and wellbeing practices in their daily roles.	Gather feedback through surveys, focus groups, and one-on-one meetings to assess the impact of wellbeing and EDI initiatives, ensuring staff feel supported and included. Measure the effect of the wellbeing and EDI strategies on staff retention, engagement, and performance, tracking progress over time to ensure continuous improvement.
3.4 Ensure that all HR policies, processes, and procedures are fully compliant with current legislation and are continuously evolving to reflect the latest HR best practices, embedding an environment of fairness, equity, and legal compliance.	Compliance with HR legislation is essential to mitigate risks and maintain a legally sound working environment. Equally important is ensuring that HR policies and practices evolve in line with current best practices, promoting a positive and progressive workplace for all staff.	Regularly review and update HR policies to ensure full compliance with employment laws, regulations, and industry standards. Continuously assess and implement HR best practices that promote staff wellbeing, engagement, and development, ensuring our Trust remains competitive and supportive of its workforce.	Establish a clear framework for regularly reviewing and updating HR policies, processes, and procedures to ensure they are aligned with the latest legal requirements and best practice standards. Provide ongoing training to HR staff and managers on the latest legislative changes, HR trends, and best practices, ensuring they are equipped	Conduct regular audits of HR policies, processes, and procedures to ensure compliance with legislation and to identify areas for improvement. Gather feedback from staff on their experiences with HR processes, focusing on areas such as fairness, transparency, and efficiency. Monitor HR-related data, such as grievance rates,

		Streamline and refine HR processes to make them more effective, accessible, and responsive to the needs of staff and the organisation.	to implement policies and procedures effectively. Collaborate with legal advisors and HR experts to ensure policies are legally sound and incorporate best practices from the wider sector.	disciplinary actions, and employee satisfaction, to measure the impact of policies and processes on staff and trust performance.
3.5 Maintain a Trust HR service that is both operationally efficient and strategically accountable, ensuring that it supports the overall goals and objectives of our Trust while being responsive to the needs of staff and aligned with best practices.	A strong HR service is integral to the success of any organization, providing essential support in areas such as recruitment, staff development, compliance, and engagement. Ensuring that HR is both operationally efficient and strategically accountable enhances its ability to drive trust success and meet the needs of the workforce.	Continuously improve HR processes to ensure they are streamlined, timely, and responsive, providing an efficient service for both staff and management to fit ever evolving modern practices. Ensure that the HR service is aligned with our Trust's strategic objectives, contributing to its long-term success by embedding a positive trust culture, supporting talent development, and promoting staff wellbeing. Utilise HR analytics and data to drive decisions, track performance, and measure the impact of HR strategies on our Trust's outcomes.	Establish clear lines of accountability within the HR function, with defined roles and responsibilities that align with our Trust's strategic goals for example school and central level responsibilities Conduct regular reviews of HR performance against key metrics, identifying areas for improvement and ensuring that HR strategies are effectively implemented. Develop and execute a strategic HR plan that supports our Trust's objectives, focusing on recruitment, retention, development, and employee engagement. Implement HR technologies that enhance operational efficiency and provide the data necessary for informed decision making.	Monitor and report on key HR metrics such as time-to-hire, employee retention, staff engagement, and training outcomes to measure the effectiveness of the HR service. Regularly gather feedback from staff and senior leadership on the performance of the Trust HR service, ensuring it meets the needs of both staff and our Trust. Establish a framework for continuous improvement, using audits, performance reviews, and feedback to ensure our Trust HR service remains responsive, accountable, and aligned with the strategic goals of our Trust.

3.6 Enhance and Review our Trust's Approach to Flexible Working (linked to priority 2.10) with a focus on Retention Strategies such as FlexibleWorking. Review and enhance our Trust's approach to flexibleworking, ensuring it meets the evolvingneeds of staff and supports our Trust's commitment to retention, work-life balance, and overall staff wellbeing. This will build onthe initiatives outlined in Priority2.10, focusing on flexible working arrangements, including the use of PPAtimeat home and the introduction of new benefits such as term-time leave.	Flexible working has been shown to improve employee satisfaction, retention, and productivity. As a retention strategy, offering flexible working options that are tailored to staff needs and preferences plays a key role in creating a supportive and inclusive working environment. Building on the initiatives from Priority 2.10, further development of flexible working policies can enhance our Trust's appeal as an employer of choice, particularly in the education sector.	Regularly review and update flexible working policies to ensure they align with staff needs, industry best practices, and operational requirements. Expand flexible working arrangements to include options such as remote work, part-time hours, job-sharing, and flexible scheduling, with a focus on providing practical solutions for all staff. Continuously engage with staff through surveys, focus groups, and feedback sessions to understand their preferences and experiences with flexible working arrangements, using this data to inform the review process.	Review and update our Trust's flexible working policies in line with the changing needs of staff and evolving legislation. This includes building on the initiatives outlined in Priority 2.10 such as the introduction of flexible PPA time and term-time leave options. Ensure that all staff are aware of the flexible working options available to them, offering clear guidance on how to request and implement flexible working arrangements. Provide training for managers to ensure they can effectively support and manage flexible working arrangements, balancing the needs of staff with operational requirements. Introduce pilot programmes for new flexible working options (such as term-time leave), and evaluate their effectiveness in terms of staff satisfaction, retention, and productivity.	Conduct regular surveys to assess staff satisfaction with flexible working arrangements, gathering insights into the impact on work-life balance and overall engagement. Monitor retention rates and conduct exit interviews to determine the impact of flexible working options on staff retention. Assess the operational impact of flexible working arrangements on school performance and staff productivity, ensuring that flexibility is implemented without compromising educational outcomes. Regularly review the effectiveness of flexible working initiatives, using feedback and performance data to refine and enhance policies as needed.
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Priority 4:

EmployeeEngagement: Engage staff by seeking regular feedback and acting on it. Use surveys, feedback sessions, and focus groups to understand staff needs and address issues early.

Priority 4 Employee Engagement				
Our priority areas				
Engage staff by seeking regular feedback and acting on it. Use surveys, feedback sessions, and focus groups to understand staff needs and address issues early.				
Priority	What do we know?	Our approach to achieve our priorities this this will include:	We will deliver this through:	We will monitor our success by:
4.1 Engage staff by seeking regular feedback and acting on it. Utilise surveys, feedback sessions, and focus groups to understand staff needs, address concerns early, and create a culture of openness and continuous improvement.	Engagement is a key driver of staff satisfaction, performance, and retention. Regularly seeking feedback ensures that staff feel heard, valued, and part of the decision making process. By responding to their feedback, we can make informed decisions that address concerns early, embedding a positive and proactive work environment.	Establish multiple, ongoing feedback channels such as surveys, town halls, one-on-one check ins, and focus groups to ensure we gather meaningful insights from staff at all levels. Ensure that feedback is not only collected but acted upon. Develop a system for tracking feedback and ensuring follow-up actions are taken to address issues and improve the workplace. Encourage an open, transparent culture where staff feel comfortable sharing their thoughts and suggestions, knowing they will be taken seriously and lead to positive change.	Embed a culture of regular employee surveys to gauge satisfaction, morale, and engagement. Use these to identify emerging trends and areas for improvement and host regular focus groups and feedback sessions to dive deeper into specific issues or concerns raised in surveys. Acknowledge and celebrate the positive contributions of staff, ensuring that engagement efforts are reciprocal and that staff feel recognised and appreciated.	Analyse results of employee surveys, focusing on engagement scores, satisfaction levels, and key areas for improvement. Track the completion and impact of action plans developed from staff feedback to ensure progress and address concerns. Monitor retention rates to see if engagement initiatives lead to improvements in staff retention and satisfaction. Measure how effectively feedback is acted upon by gathering follow-up input from staff on the changes made and whether they meet their needs.

4.2 Enhance the wellbeing support (simply health) available to all staff, ensuring that a comprehensive range of wellbeing initiatives are offered, and actively encourage staff to engage with these resources. This includes promoting awareness of available services and embedding a culture of wellbeing within our Trust.	Staff wellbeing is essential to maintaining high levels of engagement, job satisfaction, and productivity. When employees feel supported in their wellbeing, they are more likely to perform at their best and stay committed to an organisation. Ensuring that staff are not only aware of the wellbeing resources available but also encouraged to access them is key to embedding a supportive and positive work environment.	Offer a broad range of wellbeing initiatives led through our Simply Health package that address physical, mental, and emotional health, ensuring staff have access to the resources they need to maintain a healthy work-life balance. Raise awareness of the available wellbeing support available through Simply Health through clear communication channels, ensuring all staff are aware of the resources and services available to them. Actively encourage staff to utilise wellbeing initiatives by creating a culture where seeking support is normalized and encouraged, not stigmatised.	Develop and implement a wide range of wellbeing services, such as employee assistance programmes (EAPs), mental health support, fitness programmes, and workshops on stress management and resilience building. Use a variety of channels (e.g. intranet, newsletters, staff meetings) to regularly communicate the wellbeing resources available and ensure staff are aware of how to access them. Establish a team of Mental Health First Aiders (MHFA) across our Trust who can promote wellbeing initiatives, encourage staff participation, and provide support to colleagues in accessing resources. Current guidance is 1 MHFA per 20-30 staff members. Organise regular wellbeing days or events that focus on staff health and wellbeing, such as workshops, wellness challenges, or relaxation activities, to embed a culture of self-care.	Track participation rates in wellbeing programmes and initiatives, measuring how many staff are actively using the available resources. Regularly gather feedback from staff on their satisfaction with wellbeing offerings through surveys or focus groups, identifying areas for improvement. Track the number of MHFA in each school and across the Trust. Monitor patterns in absenteeism or sick leave, particularly relating to stress or mental health issues, to assess the effectiveness of wellbeing initiatives in supporting staff health. Track improvements in staff wellbeing through surveys that measure stress levels, job satisfaction, and overall happiness at work. Evaluate the impact of wellbeing initiatives on retention rates, especially in relation to staff leaving due to burnout or mental health concerns.
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			Provide training for managers to recognise signs of stress, burnout, or mental health concerns in their teams and offer guidance on how to access appropriate support.	
4.3 Ensure that the work environment is physically and psychologically safe, promoting staff wellbeing and reducing sickness absence. This includes providing the necessary resources, policies, and support systems to create a healthy and supportive workplace.	A safe and healthy working environment is crucial for maintaining staff wellbeing, engagement, and productivity. When staff feel their physical and mental health is supported, they are more likely to perform well and experience fewer instances of illness or stress-related absences. By proactively addressing health and safety concerns and creating a positive working environment, we can reduce sickness absence and embed a culture of wellbeing.	Ensure that the workplace meets or exceeds all relevant health and safety standards, addressing both physical and mental health needs of staff. Create a work culture that prioritises wellbeing, including regular opportunities for staff to rest, access support services, and engage in wellness programmes. Implement preventative measures that reduce the risk of sickness, while also providing access to support services for staff who may need assistance with health or wellbeing issues.	Conduct regular health and safety audits (Trust Estates Manager) to ensure the physical environment is safe, including ergonomic assessments, adequate lighting, ventilation, and cleanliness. Provide staff with access to mental health support services, including Employee Assistance programmes (EAPs), counseling, and resources for managing stress or mental health challenges. Encourage staff to adopt healthy lifestyles by offering initiatives such as fitness programmes, flexible break times, access to on-site gyms or fitness classes, and wellness challenges.	Strategically track sickness absence rates across our Trust, identifying any patterns or trends related to specific health issues and adjusting interventions as needed. Monitor reports of the Trust Estates Manager to track incidents and near-misses, ensuring that any concerns are addressed promptly and effectively. Set specific targets for reducing sickness absence rates and evaluate the effectiveness of health and wellbeing initiatives in achieving these goals. Regularly assess staff wellbeing through surveys or focus groups, gathering insights into their physical and mental health and any factors contributing to sickness absence.

4.4 Develop comprehensive medium and long-term workforce strategy plans that are closely aligned with our Trust's overall goals and objectives. These plans will ensure our Trust is equipped with the right talent and resources to meet its future needs and sustain growth.	Strategic workforce planning is essential for ensuring that our Trust has the right skills, capabilities, and capacity to meet its evolving goals. By developing medium and long-term workforce strategies, we can proactively anticipate workforce needs, address potential skill gaps, and ensure we have the necessary resources to support our Trust's growth and success over time. Aligning these strategies with our Trust's vision and objectives helps ensure that we have a clear direction and a sustainable approach to talent management.	Use data and insights from current and projected growth, student numbers, and evolving educational needs to forecast workforce requirements over the medium and long term. Ensure that workforce strategy plans align with our Trust's strategic goals, including expansion plans, curriculum developments, and new initiatives. Plan for the continuous development of staff skills and leadership capabilities to support future needs and drive long-term success.	Conduct a thorough analysis of current staffing levels, skills, and competencies, identifying any gaps that may exist between current capabilities and future needs based on our Trust's goals. Implement succession planning to ensure that our Trust has a pipeline of future leaders and skilled staff, ensuring that critical roles are filled when needed without disruption. Leverage data, including staff turnover rates, recruitment trends, and internal performance metrics, to inform workforce planning and predict future staffing needs. Work closely with HT's and Leadership Teams to align workforce strategies with our Trust's long-term growth plans, ensuring that staffing levels and skill sets support our Trust's expansion and evolving educational initiatives.	Monitor whether the workforce strategy is successfully aligned with our Trust's long-term goals, ensuring that the right talent is available at the right time to support growth and expansion. Assess the effectiveness of workforce planning strategies in terms of staff retention and career progression, ensuring that our Trust is retaining key talent and developing its workforce for future success.
4.5 Establish robust systems and processes to identify, nurture, and deploy talent quickly across our Trust. These systems will ensure that	In fast-paced environments, the ability to identify and quickly deploy talent is crucial for maintaining a high-performing workforce. By creating systems	Develop clear systems to identify high-potential employees early, mapping out talent across the organization to ensure that the right people are ready to	Use data-driven tools to assess the skills, performance, and potential of employees at all levels. Regular talent reviews will be conducted to identify	Measure the time taken to identify, train, and deploy talent in response to trust needs, aiming for quick, efficient placement of staff into roles.

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high-potential employees are recognized, developed, and given the opportunity to take on roles that support our Trust's growth and objectives.	to spot and nurture emerging talent, our Trust can ensure that it has the right people in place to meet changing needs, fill key roles, and drive performance across all areas. Rapid talent deployment is essential for responding to evolving priorities, scaling up efforts, or addressing gaps as they arise.	step into critical roles as needed. Create opportunities for staff to grow and develop through tailored professional development, mentorship, and coaching programmes that support both current and future leadership needs. Establish mechanisms for quickly deploying talent across our Trust based on shifting priorities or operational needs, ensuring agility and responsiveness.	high-potential staff and future leaders. Offer targeted leadership development initiatives, such as mentorship, coaching, and specialized training programmes, ensure that staff are prepared for future leadership opportunities within our Trust. Create a flexible talent pool of staff who are trained and ready to be deployed to different roles or schools within our Trust based on demand or specific project needs.	Track the development of staff within the talent pool, ensuring they are progressing according to their development plans and readiness for promotion or new roles. Evaluate the success of internal recruitment and talent deployment, measuring how many key roles are filled by internal candidates and the impact this has on trust performance. Regularly assess the effectiveness of the talent pool and how well it aligns with the needs of our Trust, adjusting strategies as needed to ensure a strong, flexible workforce.
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SUMMARY

How will we judge success?

The People Strategy for our Trust is aligned with our strategic plans and is designed to achieve each of our four key objectives. These objectives, which reflect our core values of Achieve, Belong, and Collaborate, will be closely monitored by the Trust Leadership Board and the Trust Board of Trustees. Together, they will guide our Trust towards creating an exceptional environment for both staff and pupils/students.

Key Outcomes:

Achieve: AtC Trust to become a “**Great Place to Work**” attracting high-quality staff at all levels

Our People Strategy aims to create a values driven culture that attracts dedicated professionals committed to the Trust’s mission. The key measures of success in achieving this include:

An increase in first time appointments: Demonstrating the effectiveness of our recruitment processes in attracting high-quality staff.

High percentage of new staff passing probation: Indicating strong recruitment systems that ensure alignment with the Trust’s values.

Annual increase in the number and diversity of applicants: Showing the growing reach and impact of our outward-facing message and the trust’s ability to attract diverse talent.

Induction feedback: Regular review of induction interviews and surveys to proactively inform recruitment strategies and improve our approach to attracting staff.

Belong: AtC as a nurturing and supportive environment for all staff

We strive to create an inclusive, supportive, and growth-oriented environment where staff are encouraged to thrive and feel a sense of belonging. The key measures of success in achieving this include:

Staff satisfaction and engagement: Stakeholder surveys and other feedback mechanisms will demonstrate that staff feel valued, heard, fulfilled, and well informed.

Positive staff engagement with wellbeing, EDI, and flexibility: Exit interviews, staff surveys, and other feedback will show that our cultural initiatives are successfully promoting wellbeing, equality, diversity, inclusion, and flexibility within what we know is a rigid school system.

Career progression and internal growth: An annual increase in internal promotions and development opportunities, with clear and transparent career progression pathways in place, supporting staff growth and belonging.

Improved staff retention and reduced absenteeism: A steady increase in staff retention rates and a decrease in sickness absence each year, reflecting the success of our efforts to create a supportive and healthy working environment where staff feel a deep sense of belonging.

Collaborate: AtC as a collaborative environment for all staff

We focus on embedding a collaborative and team oriented culture that encourages teamwork, shared goals, and collective success. The key measures of success in achieving this include:

Feedback and collaboration across the trust: Staff will feel that they are part of a collaborative environment where their contributions are valued, leading to a stronger sense of community and shared purpose.

Employee engagement with trust initiatives: Surveys and feedback will show staff collaboration across departments, particularly in initiatives focusing on wellbeing, personal development, and organisational culture within our trust.

Increased development and training opportunities: Staff will have access to collaborative training opportunities, leadership development, and peer mentorship, enhancing our people and teams.

Ongoing improvement in retention and engagement metrics: Success in retention and engagement, reflecting that staff feel part of a collaborative and supportive community.

By embedding the principles of Achieve, Belong, and Collaborate into every aspect of our People Strategy, we aim to not only attract and retain top talent but also create an environment where all staff can flourish and contribute meaningfully to the Trust's success linked to the DfE Opportunity Mission and its Trust Quality Descriptors.

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