



**GREAT
HEIGHTS**
ACADEMY TRUST

Achieving excellence together

Great Heights Academy Trust **BUSINESS PLAN** "growth with care . . ."

**2021
2022**



We are always keen to welcome new partnerships into our Trust.

Please do contact or visit our main office, or any of our academies would be happy if you wished to visit to talk to staff about their experiences.

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Foreword by

Carlton Midgley
Chair of Trust Board



Our strong Trust Board is committed to the vision and values of the Trust and each Trustee has high aspirations for all our children.

The Great Heights Academy Trust focuses on meaningful collaboration between Trust schools and designations for the benefit of all the children in every Trust school. As Chair of the Trust Board, I am pleased to introduce you to our Business Plan for 2021-22.

This Business Plan sets out very clearly our determination to support and challenge our schools to provide the best possible educational experience for all the children by having a creative and ambitious curriculum and the highest quality teaching. There is a relentless focus on academic excellence and high quality pastoral care to ensure that our children are capable, confident and caring learners.

The wealth of expertise within our schools, along with high quality governance, fosters a strong sense of belonging and community across the Trust whilst remaining focused on each child achieving their full potential. We strive to develop a culture where each member of staff is motivated and supported to provide high

quality, innovative teaching along with opportunities for sharing their expertise.

Our strong Trust Board is committed to the vision and values of the Trust and each Trustee has high aspirations for all our children.

This plan charts our journey to excellence for all and I commend it to you.

Carlton Midgley

Message from

Amanda Bennett OBE
Chief Executive Officer, NLE



We are a growing MAT with an impressive network of partnerships and in-house designations which share our vision and values.

It is my privilege and pleasure as CEO to present the business plan for 2021-22 as it sets the high expectations which all our stakeholders have to ensure all those in our care can be supported on their improvement journey.

Following our designation as a sponsor over 5 years ago, we have grown in our capacity to support and challenge each other in order that our children and families have equality of provision. We are a growing MAT with an impressive network of partnerships and in-house designations which share our vision and values. Our strong multi-designated offers from our SCITT, Research School and English Hub are uniquely positioned within our MAT and so provide readily accessible expertise and capacity which is the major core school improvement business offer.

As the educational landscape continues to change at pace with financial pressures and recruitment challenges, the Trust is

securely positioned to offer a collaborative environment for schools to access support and challenge for school improvement and access to future teachers. Strong local and national partnerships alongside engagement in initiatives and developments with the DfE and the EEF offer our schools the added benefit of bespoke offers. These can accurately and effectively target needs and developments in order that all in our care can access lifelong learning opportunities and aspire to reach their true potential.

This business plan details the necessary vision and 'road map' offers accessible to all schools seeking bespoke school improvement support within our Trust and those interested in joining us. This plan is the start of further collaborative working and a pledge to those whom we engage with.

Amanda Bennett

Vision and Values

Our Trust vision has school improvement at its heart that will benefit all children in Trust schools.

We aim to:

- Develop an effective partnership of schools that share a commitment to raising standards
- Strengthen the partnership by valuing the uniqueness of each school and expecting all schools to contribute
- Foster relationships based on mutual respect with a balance of autonomy and accountability
- Share expertise – both best practice and best practitioners
- Develop all teachers and leaders through effective professional development.

This Trust vision drives both our School Improvement Strategy and our Strategy for Growth. Our mantra across our partnerships embraces the themes:

Great teaching and learning opportunities for all within the partnership

Real life opportunities to develop an understanding of the wider world

Enthuse a love of learning and mutual respect

Academic development to nurture potential for all

Thorough accountability

Our Vision and Values Statement:

The Great Heights Academy Trust strives to always provide an inspirational, positive and welcoming environment where there is a sense of pride and fun and where everyone works together with confidence, enthusiasm and mutual respect. We aim to nurture academic, personal, spiritual and social development in a caring and professional manner so that all achieve their full potential and all can reach GREAT heights.

Reasons to join our Trust

“As we build back better from the pandemic, multi-academy trusts have the capacity to provide the best training and evidence-based curriculum support for already great teachers, freeing them to focus on what they do best – teaching.”

Department for Education

The government recommends every school in the country be part of a strong MAT. But why should your school choose Great Heights Academy Trust?

Below, we highlight three key reasons to join our MAT:

1. Develop great teachers

Building on the success of the Early Roll-out programme, and launching in schools nationwide from September, we are an approved provider of UCL's Early Career Framework (ECF) - a two-year government funded programme designed to support newly qualified teachers and their mentors.

We believe that equipping the next generation of great teachers can only be possible through equal and close collaboration between schools, colleges and universities.

That's why, in partnership with the University of Huddersfield, our training programme, AA Teamworks SCITT, offers trainees the opportunity to learn through an established Initial Teacher Education (ITE) Partnership - ensuring the best possible support and education.

With a proven track record in school-to-school support, implementation planning and change management, we also provide access to leadership expertise from our own School Improvement Team, including specialist leaders from our DfE designated English Hub and Research School. With an additional new to Headship internal programme offer.

2. Staff Retention

We recognise that effective teacher support is a key factor in improving practice, learning and staff retention.

Supporting career pathways at all levels, we provide training and support to senior, middle and future leaders through bespoke coaching and mentoring, network groups for curriculum leaders, key provision focus areas and management teams, and access to research informed professional development - including the EEF's Making Best use of Teaching Assistants.

3. Collaboration

We empower subject leaders to plan together and exchange schemes of work and best practice, providing staff access to support networks and offers that enable shared lesson planning, sharing and moderating approaches to assessment, coaching to improve practice, and inquiry-based research.

Networking with others across the trust to share and support developments, we proactively raise awareness of professional standards plus misunderstandings and misconceptions on roles and responsibilities. Our audits and peer reviews help identify strengths and areas for development to better shape curriculum offers as well as providing increased power to negotiate services and gain better value.

From phonics to seesaw platform learning, catch-up planning to SEND and assessment, we provide network group access to curriculum leaders and bespoke forums.

“ Staff Testimonials . . .

Below are some examples of how Great Heights Academy Trust helps support and nurture its staff:

“I have loved every minute of my time at Great Heights Academy Trust. I am empowered to make decisions, use my judgement, and find innovative ways to help and support our children. Every day is different.

Following a career change, my teacher journey started when I undertook training with the Trust's School Centred Initial Teacher Training (SCITT). I knew very early on that this was where I wanted to be, it felt like home.

If you are looking to become the very best teacher that you can, then I cannot think of a better place to be. Every member of the Trust has been open, honest and supportive, and there is a strong thirst and desire throughout the MAT to push boundaries, uncover the latest research, and apply that in a way that can only benefit our children.

I changed careers because I wanted to 'make a difference'. Being here, surrounded by this amazing group of talented people, makes me believe I am doing just that.”

Alan, Year 6 Teacher, The Greetland Academy

“Since starting as a trainee, I have worked in Key Stages 1 and 2, focusing on Years 1 and 5. These placements afforded me the opportunity to observe my mentors in action, giving me the confidence to slowly build up my own teaching hours.

My teaching timetable allows me to attend training for 1 day per week, with the lectures providing the tools and the knowledge required to take my teaching to the next level. The lectures delve into the research behind how children learn, providing you with innovative and alternative methods to help shape your students. This helps make your lessons more engaging and inspiring for your pupils, and has them actively enquiring as to when your next lesson will be.

Each part of the curriculum is broken down and discussed, giving you the confidence to teach subjects outside of your comfort zone, with help on hand from the staff at Teamworks as you progress through the year.

Teacher training is hugely demanding, no matter how you decide to approach it, but I am so glad I chose AA Teamworks SCITT. I would recommend it to anyone considering a career in teaching.”

Simon, ITT Trainee

“Having been recognised as a strong leader in my previous school, I was offered the opportunity to become a Specialist Leader of Education at the Great Heights Academy Trust. The coaching and training I received to fulfil this role helped develop my leadership skills, and demonstrated the level of support I would receive if I was to work within Great Heights Trust.

My previous work as an SLE meant I had the skills and experience to help land the position and, after discussions with the principal, it was clear that the Trust would continue to support my leadership progression.

The excellent coaching, I received from the MAT and the English Hub Leader has enabled me to become a successful Literacy Specialist and has supported me in being an effective Reading Leader in my own school. I am truly excited to further my career development within Great Heights Trust. With the support and guidance of the Trust's leaders, I am more than confident I will achieve all my career goals here.”

Lianne, SLT, Carlinghow Academy

Core Offer

All Trust academies have access to a range of support, including:

- Professional development support for all
- Leadership and School Improvement dedicated teams, working collaboratively to improve outcomes
- Internal peer review monitoring support alongside external school improvement partner visits to provide external scrutiny
- Network groups for curriculum leaders
- Induction of ECF teachers and senior leaders
- Governor induction and development
- An effective Executive Leadership team and Trust Board to support and challenge the school
- Organisational effectiveness (HT standards domain) support meetings to ensure clear and sound financial, H&S, Premises and Safeguarding procedures which comply fully with the Academy Trust Handbook
- Dedicated School Business and HR links.

The level of support will respond to the level of powers and responsibilities delegated to each LGB.



We aim to identify the best leaders and practitioners, at all levels, and deploy that expertise across the Trust.

School Improvement Strategy

Our School Improvement Strategy is based on the importance of achieving effective leadership and management that will have a relentless focus on improving the quality and consistency of our curriculum offers. To respond and adapt and so enable children to be ready for the next stage of their educational journey.



The strategy has five key strands:

1. Good knowledge of the needs and challenges faced by each Trust school

Systematic and rigorous monitoring and evaluation of all major aspects to enable any issues to be found and appropriate support/intervention to be planned and implemented:

- Effectiveness of leadership and management, including safeguarding
- Quality of curriculum offers
- Standards of behaviour and attitudes
- Personal development
- Appropriateness of the curriculum
- Effective use of data to inform improvements which are securely evidence-informed

Monitoring methods adapt to changing needs with a calendar of offers and support including peer reviews, internal audits and questionnaires.

2. Good knowledge of how to support each Trust school

We recognise that schools will need different types of support at different stages of their improvement journey. School self-evaluation will be moderated to ensure that priorities are accurately diagnosed and support is bespoke and appropriate. The Trust will then allocate personnel accordingly from the wide range of expert practitioners that we can access. This range covers: NLEs, LLEs, SLEs and Evidence Leaders in Education (ELs) from academies of different sizes and complexions.

At the same time, we will be mindful of the need to get the right balance between maximising internal expertise and knowing when to draw on external help and challenge, both from individuals and schools outside the Trust. We contract a Trust school improvement partner, with Ofsted inspection experience, to provide quality assurance for our work. In addition, we will continue to promote the use of evidence-based research, such as that provided by the Education Endowment Foundation, for whom we have led several projects in recent years.

3. Effective development and deployment of leaders and expertise

The quality of school leaders is paramount in driving school improvement forward. We aim to identify the best leaders and practitioners, at all levels, and deploy that expertise across the Trust. We will continue to run development programmes for emerging, middle and senior leaders. Their strategic deployment will help to accelerate improvement across the Trust and we will build up a strong pool of talent for the future to ensure that the raised standards are sustained over time. In addition, we will support the induction and training of effective governors and trustees.

4. Investment in joint professional development of staff

A key factor in improving teaching, learning and pupil progress is effective support for teachers to improve their practice. In addition to our work with individual schools, we will organise joint inset and twilight sessions to address any gaps or weaknesses in subject knowledge or pedagogical practice. We will empower subject leaders to plan together, swap schemes of work and share good practice.

We will support classroom staff to work together in clusters through joint lesson planning, sharing and moderating approaches to assessment, coach improved practice and undertake inquiry-based research into aspects of learning.

5. Monitoring progress and tracking impact

The progress of all Trust programmes will be monitored and their impact will be tracked - it is important to know the value that the Trust is adding. This requires the adoption of robust implementation plans with clear outcome indicators from each academy. We also enable a series of summary dashboards so senior leaders and governing boards can easily spot challenges and barriers. Internal and external reviews and peer MAT processes will ensure that these expectations are tracked and supported to enable all to build educational quality.

Our overall aim is that all Trust academies are able to rapidly move forward in their school improvement journey trajectory.

Principal's Welcome



I am proud to be a new member of Great Heights Academy Trust. From the big things like school improvement, evidence-informed practice and safeguarding, to the smaller things like email signatures with a focus on staff well-being and shared resources on Microsoft Teams, it truly is a collaborative atmosphere.

When Bowling Green Academy joined the Trust in December 2020, it had been through two years of leadership changes and instability. At times, staff felt unsettled and some families felt concerned. I started four months later and, with the Trust's support, the progress the school has made has been fast-paced and wide-reaching – felt by children, parents and staff alike. Working together, the Trust and I have enhanced the school's leadership capacity, refreshed the curriculum, provided professional development opportunities and enriched our learning environment. Importantly, I am delighted that Bowling Green Academy has maintained its uniqueness while benefiting from Trust-wide systems of rapid and sustained improvement.

Jamie Stuttard, September 2021



I think this also comes down to the change in the way I model writing - using the 5-minute plans to really pick out what/how I model in each lesson and how I target specific children within the lesson. In Maths, I think the 5-minute plans really help me pick out the specific vocabulary that I want to use during the lesson, which I am then using throughout my modelling. Linking modelling to a 'my turn, our turn, your turn' has helped as well."

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Driving school improvement forward is paramount to our effective school leaders.

Strategy for Growth

We are planning for measured growth of around two primary schools per year. We would aim to incorporate good or outstanding schools, with a significant improvement capacity, in addition to schools that are vulnerable when they join the Trust. We anticipate that, in order to be in a position to benefit from economies of scale and to continue to have a significant educational impact over a number of schools, the Trust needs to work towards having about 10 to 12 schools. These could, for example, be grouped in clusters of up to 6 schools in Calderdale, Kirklees and Leeds, with an overall pupil number of approximately 4,000. We would cluster our schools to ensure accessibility to senior leaders.

Within this strategy for growth, we would aim to:

- Maintain the effective collaborative working that we have fostered across schools that are committed to raising standards
- Partner with good or outstanding schools that are in a position to add capacity to our school improvement strategy (NB: we are currently in discussion with a number of such schools)
- Develop central services and personnel in line with the growth to ensure that the Trust remains effective with quality and standards sustained.

Try before you buy partnerships are available for discussion, please see contact or visit our main office or our academies would be happy if you wished to visit to talk to staff about their experiences.

Financial Strategy

The aim of the Trust is that each academy and designation achieves an in-year balanced budget in order to ensure financial sustainability in future years.

The Accounts of the Trust are the responsibility of Trustees, however, Trustees are supported by the work of the Chief Finance Officer (CFO), who ensures that proper procedures are in place for the safeguarding of funds and that the requirements of the Academy Trust Handbook (ATH) are observed at all times. The Trustees and CFO are further supported by a programme of termly external assurance that is in addition to the annual audit.

Our financial strategy adheres to the Academy Trust Handbook requirements that the Trust must approve a balanced budget each year. We extend this principle to the individual constituent academies and designations held by the Great Heights Academy Trust whereby each academy / designation must have an annual balanced budget, which, in line with the ATH, can draw on unspent funds brought forward from previous years. However, in line with our financial aim, the Trust expects all academies / designations to achieve / be working towards an in-year balanced budget.

The Trust has a separate Finance Committee that assists the Trust Board in its duties to consider the sound management of the Trust's finances, future forecasting, monitoring, internal controls, audit, risk management and value for money. In addition, the Trust Board receives financial information six times a year to ensure that appropriate action is being taken to maintain financial viability including addressing variances between the budget and actual income and expenditure and reporting on in-year and end of year balances. The Chair of Trustees and the Chair of the Finance Committee receive this information each month.

The Trustees consider three-year budget forecasts for each academy / designation. Key performance indicator analysis and benchmarking is also undertaken to enable comparison of the performance of the academies of the Trust with each other, as well as with other academies.

The Trust has clear Financial Schemes of Delegation for the Trust; the academies; and the designations to ensure effective financial control across all levels within the Trust.

The Trust has existing financial software systems that each academy utilises and that all new academies would be required to adopt so that central financial controls, monitoring and reporting are effectively and efficiently achieved.

The Trust Board reviews the usage of all specific grant funding to ensure its effective use and impact, as well as ensuring compliance with the relevant conditions of grant. A review of grant usage is carried out with each academy at its point of joining the Trust.



Financial Strategy cont...

Where an academy (either existing or joining the Trust) is reporting financial deficits the following analysis and comparison with other academies / benchmarking data will support the Trust in identifying where expenditure levels need to be reviewed and to then take appropriate action, in conjunction with the individual academies, to maximise efficiency:

- **Analysis of staffing structure, including, but not limited to:**

Staff costs as a percentage to total income

Spend on teaching staff as a percentage of total expenditure

Spend on supply staff as a percentage of total expenditure

Spend on education support staff as a percentage of total expenditure

Spend on admin / other staff costs as a percentage of total expenditure

- **School characteristics analysis including:**

Pupil to teacher ratio

Pupil to non-teacher ratio

Class sizes and structure

Average teacher cost and use of TLRs

Cost and structure of senior leadership teams

Number of pupils eligible for Free School Meals

Ofsted rating

- **Analysis of curriculum expenditure, including IT**

- **Analysis of other non-staffing expenditure and historic spend e.g. premises, energy, catering, capital**

- **Analysis of service level agreements and existing contracts to change these, where possible, to be included within the Trust to realise overall Trust financial efficiencies and value for money.**

N.B. At all times the Trust will prioritise reviewing the use and need for any temporary staff contracts that are in place to avoid the need for compulsory redundancies. Where compulsory redundancies are required the Chief Operations Officer supports the Trust to provide experienced HR and legal expertise, including reference to existing external agency contacts that have a strong track record of supporting the Trust.

Following our review and analysis of expenditure levels, we would draft a plan with actions that would ensure the financial in-year deficit is eliminated in a timely fashion.



The Trust has a separate Finance Committee that assists the Trust Board in its duties to consider the sound management of the Trust's finances, future forecasting, monitoring, internal controls, audit, risk management and value for money.

Key Performance Indicators

- Effective benchmarking of pupil performance and implementation of research informed strategies to enable:
 - All pupils, including the most vulnerable and disadvantaged make at least good progress from their different starting points
 - Learning loss is identified and effective measures deployed
- Standards in reading, writing and mathematics improve annually or high standards are maintained
- Groups at risk of underachieving make sufficient progress to 'narrow the gap' of any lost learning
- Absence and exclusions are below the national average, persistent absenteeism is proactively mitigated
- All teachers meet or exceed the Teachers' Standards, as do Principals linked to their Headteacher Standards
- Each academy has an in-year surplus or a plan to eliminate the in-year deficit quickly
- All schools use emergency planning and business continuity processes effectively during emergency situations
- All school buildings are in a good state of repair with asset management plans, buildings maintenance plans and annual safety checks up to date to address needs over time
- All levels of governance perform effectively and all school leaders are held to account.



Priorities for 2021-22

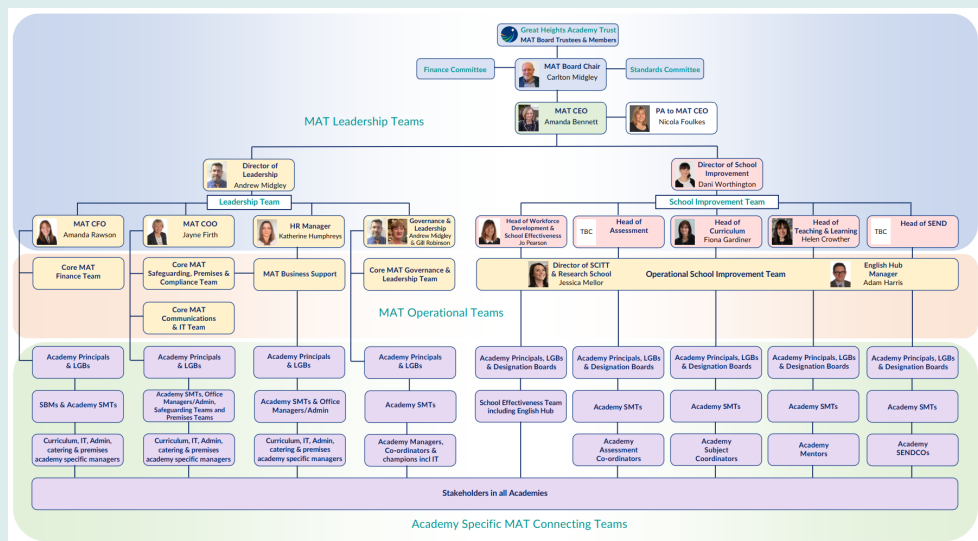
1. To enable continuous educationally focused conversations alongside continuous coaching and mentoring support to ensure all leaders are contributing to building educational quality across our trust academies.
2. To support the continuous development of curriculum leadership within all academies to ensure proactive responses, at pace to lost learning.
3. To further strengthen governance at LGB level enabling their position as a committee of the trust board to be developed and hold leaders to account ensuring that they comply with their statutory duties.
4. To promote our new internal bespoke Business Management, HR and financial support offers.
5. To strengthen our internal IT offers, shared programs and facilities.
6. To grow our Trust, sharing our expertise and capacity offers to other schools who may benefit from our trust team.
7. Teacher workload and staff well-being, including that of senior leaders, is addressed effectively – making the Trust a place where people want to work



Current Trust Structures - Partnerships

Great Heights Academy Trust has access to a wide support network through our designations; these offer all our schools support and challenge across any cluster structure. Our model ensures reporting and access to these offers is co-ordinated and accessible to all who need it.

Click on our organogram below to open a larger version.



Current Trust Academies and Designations:



Baroness Berridge of the Vale of Catmose

Parliamentary Under-Secretary of State for the School System
Sanctuary Buildings Great Smith Street Westminster London SW1P 3BT
tel: 0370 000 2288 www.education.gov.uk/help/contactus

Mrs Amanda Bennett
The Greetland Academy Trust
School Street
Greetland
Halifax
West Yorkshire, HX4 8JB

15 July 2020

Dear Mrs Bennett,

The Covid-19 pandemic presents an unprecedented challenge to schools. I know that schools find themselves in difficult and uncertain times and that these challenges will continue to evolve as schools reopen more widely.

I understand that you have been heavily involved, through your role in the Teaching Schools Council, in organising and co-ordinating the school-to-school support offer in Lancashire & West Yorkshire. In addition to this, I understand you and the staff in your trust have supported several local schools in their efforts to open to more pupils. These actions have enabled more children to return to their classrooms, reunite with their friends and continue with their education. I know that your support has been appreciated by the leadership teams in those schools and has fostered collaborations, as you have sought to work in partnership in these exceptional circumstances.

I therefore would like to take this opportunity to thank you personally for the effort and dedication you have shown in providing support to those schools in greatest need, particularly in light of the fact that your trust may be facing challenges of its own. Your support is vital to ensure these schools are able to adjust to the impact of Covid-19 and recover as quickly as possible.

Additionally, I am so impressed to hear that The Greetland Academy Trust is at the forefront of excellence in training and research as a partner of the UCL Early Career Teacher Consortium. I am very grateful to trusts like yours that are going above and beyond to support those who most need it during these extremely challenging times. Thank you for all the work you continue to do.

ER Berridge
ELIZABETH BERRIDGE

PARLIAMENTARY UNDER SECRETARY OF STATE

Great Heights Academy Trust provides the support needed for schools to thrive. Here's how:

1. 'Best Bets'

The Oldham Research School at The Greetland Academy is one of just 32 national Research Schools chosen by the EEF and DfE to connect teachers and schools to evidence informed practice.

Linking professional development opportunities, blogs and articles, we provide updates and access to the latest EEF guidance reports, alongside in-house access to what works in regard to individual or locality hub group needs.

Our in-house School Improvement Team also helps support school development planning, peer reviews, and SIP visits through expertise and experience readily accessible from our Research School - including Evidence Leads in Education (ELEs).

In addition, expertise from our system leaders, Research School and English Hub not only help support schools in shaping their bespoke knowledge-rich curriculums, but also provide access to existing proven curriculum offers too.

2. Expertise

With a proven track record in school-to-school support, implementation planning and change management, we provide access to leadership expertise from our own School Improvement Team, including specialist leaders from our DfE designated English Hub and Research School.

From headship to aspirational leaders' programmes, we strive to provide an inspirational, positive and welcoming environment to help you achieve your full potential, with Trust expertise, resources and support readily available through our in-house teams.

3. Impact Range

From nurseries to post 16 colleges, infant, primary and middle schools to secondary education, we have supported schools across Yorkshire and beyond through our CPD provision.

To date, we have supported:

- ✓ Locality needs including the Oldham Opportunity Area plan, with offers now extending to Tameside and Kirklees
- ✓ System leadership in excess of 30 schools, with many improving from RI (Requires Improvement) to Good - earning us a thank you from Baroness Berridge
- ✓ Specialist teacher professional learning, delivering School Improvement in priority areas and the design of national training for 'Metacognition' via our Research School
- ✓ The design of a SSIF project in English (rounds 1 and 3), providing JPD sessions for teachers and leaders and a subsequent KS1-2 Progress score of more than 7 points across the lifetime of the project
- ✓ Effective use of Teaching Assistants, including the pilot study and the EEF project delivery across Calderdale
- ✓ The ESFA Financial Steering Group, providing system leadership input through CEO and CFO membership
- ✓ More than a dozen schools in their transfer to Academy status, with direct advice and due diligence support as an SLE in Academy Conversion and Academy Administration
- ✓ NLE EEF training for the 18/19 School Improvement Offer, designing, presenting and delivering implementation advice at events throughout the country.

4. Happy successful children

Happy successful children are at the heart of everything we do, which is why we ensure an in-depth knowledge of the needs and challenges faced by each of the schools we work with.

We enable appropriate support and/or intervention to be planned and implemented effectively, providing a timetable of access to systematic and rigorous monitoring and evaluation on all key issues, including:

- ✓ Effectiveness of leadership and management
- ✓ Quality of teaching and learning
- ✓ Performance and progress of different groups of pupils
- ✓ Accuracy of assessment and predictions
- ✓ Ambitiousness and appropriateness of the curriculum
- ✓ Standards of behaviour
- ✓ Personal development
- ✓ Children's mental health and well-being is addressed effectively – making Trust schools a place where children want to be

Our Research School

Oldham Research School at The Greetland Academy – designated in 2016 by the EEF and DfE to connect teachers and schools to evidence informed practice. Our remit is to work across the geographic area of West Yorkshire and East Lancashire.

We work to provide a professional learning offer to schools and MATs across the region in addition to the remit of training research informed colleagues. Additionally, we sit on several boards to support future and further research informed programmes and offers across schools and early years settings.

We see our key specific areas of expertise as literacy, metacognition, implementation and Teaching Assistants. We have a flexible and knowledgeable team of SLEs/ELEs who have helped us to build capacity and future proof our work.

At a management level the Research Lead supports each of the headteachers within our Trust in finding and using research evidence to inform decision making, for example in choosing diagnostics and interventions for speech and language delay. Each of our Trust schools' development plans are underpinned fully by the evidence on both implementation and on the evidence surrounding effective teaching.

<https://researchschool.org.uk/oldham/>



Teacher Training Offer – AA Teamworks SCITT

AA Teamworks SCITT has been in operation since 2015, evolving from our School Direct partnership. The SCITT is well positioned to support our schools in recruitment:

- We have trained over 100 local teachers since inception across primary and secondary phases including hard to recruit subjects such as science, maths and English in response to local partner needs.
- Our Trust school and Teamworks system leaders are active in delivering on the SCITT programme and we utilise specialist subject links to our local HEI (University of Huddersfield)
- We are working with over 50 local schools who support local delivery, mentoring and placement – these all gain from partnership professional dialogue and updates specifically through our online platforms.
- High quality mentor development programme to drive up standards of teaching and learning beyond the classroom of trainees.

Centre-based training is up-to-date and of high quality because it is delivered by highly skilled staff and specialist leaders of education (SLEs) drawn from partnership schools. The relationship with the research school, which is at the heart of the partnership, has ensured that trainees keep abreast of current academic thinking in relation to educational effectiveness.

The good-quality training enables trainees to develop an excellent understanding of the subjects they teach. Primary trainees are particularly well-equipped with the

subject knowledge they need in English and mathematics as they begin their teaching career.



Notable Successes

- 100% of trainees would recommend the programme to other applicants.
- Working in collaboration with 5 other SCITT partnerships to share practice and marketing – seeking collaborative working to maximise local recruitment. This resulted in being 1 of only 3 national partnerships awarded three year allocations by the DfE in 2016 for the quality of innovation and partnership working.
- High employment rates across all programmes with more than 50% being employed directly in SCITT local partnership schools – meeting local needs.
- <https://aateamworksscitt.org/>

English Hubs

Teamworks English Hub
@ The Greetland Academy

English Hub

Teamworks English Hub at The Greetland Academy was designated in October 2018 with a remit to promote a love of reading and support schools to provide excellent phonics and early language teaching. Literacy specialists within our hub can provide tailored support to schools.

The English Hub designation is based at The Greetland Academy site and is proud to be one of only 34 English Hubs nationally who were selected for their expertise in teaching reading and to support schools in their surrounding area. <http://www.englishhubs.org/>

The English Hub works with local schools across Calderdale, Leeds and Kirklees to develop their practice. The Principal and Director of Inclusion at Greetland are both SLEs in this specialist area. The Principal has a Masters to support this work and is a Research Champion. Over the past two years as the Hub programme has developed, it has offered a variety of medium and intensive level support to schools across Calderdale, Kirklees and Leeds including showcase events, a conference, in-school audits, resourcing support and in-school intensive support for reading leaders.



Notable Successes

- Over the past 2 years we have engaged with over 150 schools through showcases, audits, conferences and intensive support to promote a love of reading and support schools to provide excellent phonics and early language teaching
- 37 schools have received an in-school audit of provision resulting in an action plan to support the development of best practice in early reading and identifying those schools who would benefit from financial support
- 33 schools have received financial support to purchase high quality phonics resources funded from the DfE and supported by our English Hub to select appropriate resources
- 57 Primary schools attended a joint conference held by ourselves and The Oldham Research School, connecting best practice research.

More information on our English Hub can be located - www.englishhubteamworks.org

The expertise within our English Hub is extremely valuable to both support partner schools and also provide high expectations and support for our Trust schools. We ensure best practice in early reading across our MAT by ensuring:

- A cross trust representative English Hub strategic board is in place to support delivery for all and quality assures the work of the Hub alongside providing professional challenge
- The Hub Lead Carries out a full audit of provision in any new school joining our Trust
- An identified reading leader is in every school and receives half termly support from the Hub to ensure best practice in early reading and interventions where children are not on track
- Hub expertise is available when our Trust schools are writing their SDPs
- The development of a team of 5 highly trained Hub Reading Leaders across our MAT schools to provide self-sustaining on-site support
- A MAT wide expectations document based on the English Hub Challenge checklist is used to support all school leaders in monitoring early reading provision in their schools.

Appendix 1 School Improvement Leadership

Amanda Bennett OBE

Trust Chief Executive Officer, CEO and NLE

Mrs Amanda Bennett has been the Principal and Executive Principal of The Greetland Academy for over 18 years. In 2002 Mrs Bennett successfully applied for the post of Headteacher at Greetland School. Having worked to ensure its continuing success the School was awarded the outstanding grade in all areas in 2007 - the end of Key Stage results being consistently above national averages. In 2015 The Greetland Academy was recognised as 49th in the country in the Sunday Times School Guide and has two years of being regional Pupil Premium award winners alongside Investor in People and Arts Mark recognition.

Amanda was initially the vice-chair and then chair for the Calderdale Primary Headteachers' Association over a four year period, supporting over 80 primary schools. She restructured the association to form an executive group. Amanda was voted by fellow Teaching School leaders to represent them as a member of the Teaching School Council until July 2021. She held this position for 4 years and was the lead representative for Lancashire and West Yorkshire. Amanda restructured the provision to secure a team of over 20 system leaders to support the local school improvement system for Lancashire and West Yorkshire.

In 2010 Amanda led Greetland School through conversion to academy status as one of the first outstanding converters in the county and subsequently supported other local school leaders and Governors through their academy conversions. She has developed governance and accountability structures across schools and designations including restructuring her own Trust business model.

The role of strategic leader is always a challenging and ever changing one; Amanda finds inspiration from coaching and mentoring stakeholders and partners in order to reach their full potential.

Recently the role of Executive Principal and MAT CEO has given Mrs Bennett the opportunity to strategically lead current initiatives at The Greetland Academy and its MAT. The Greetland Academy is a designated SCITT, Research School and English Hub.

Amanda contributes locally to forums and boards via the 'West Yorkshire Strategic Partnership', regionally as an NLE/Pupil Premium Reviewer, provides academy leader advice to the national ESFA (Education and Skills Funding Agency) as a Finance Steering Group member and continues to provide school support and guidance through the designated Research School within the 'Opportunity Area' of Oldham.

Jayne Firth

Trust Chief Operations Officer, COO

Mrs Jayne Firth is the senior leader responsible for the Trust's corporate and operational functions. Reporting to the Chief Executive Officer (CEO) serving as an integral member of the MAT Team.

She has operational responsibility for strategic management and leadership of business management and planning of the Trust including HR, Estates Management, H&S, Risk Management, Legal Services and Project Management including the delivery of new academy conversions. Jayne plays a key role in upholding, promoting and modelling the vision and values of the Trust at all times and providing a high level of service to stakeholders.

Jayne has worked in education for over 20 years and was enrolled on the first pilot of the Certificate of School Business Management for the National College, attaining this in 2004. Jayne has supported over 15 schools in their transfer to Academy status, leading a Carnegie Conference for academy transfer for West Yorkshire head teachers and Chairs of Governors. She also leads our local cluster group and has been a mentor of other School Business Managers. Jayne is an SLE in Academy Conversion and Academy Administration.

Jayne is very used to supporting schools in her areas of expertise including visioning events with staff and Governors; assisting in pupil premium reviews and tracking; full admin staffing audits as well as H&S whole staff training sessions.

Jayne has been a guest speaker at a regional School Food Trust Seminar to showcase how our school tackled the introduction of the UIFSM Plan and has been a member of a strategic group at the Dept of Health led by the Minister for Health on the Obesity Strategy.

Jayne has also secured funding for numerous Condition Improvement Fund bids amounting to over £2.2 million as well as successful bids for Sports England Funding and a number of community grants which have ensured the ongoing improvements to the Trust's grounds and buildings.

Katherine Humphreys

Trust Human Resources Officer

Katherine Humphreys is the HR Manager responsible for the operational running of the Trust's Human Resources Department, reporting to the Trust's Chief Operations Officer, COO.

She is responsible for recruitment, absence management, induction, policies and procedures, new starters, leavers and general HR Support.

Katherine's HR career began in January 2003 for the NHS in a Primary Care Trust (PCT), where she took on a variety of roles within the HR and Learning and Development Departments, including leading the HR Administration team.

She assisted the Trust in achieving Investors in People and Improving Working Lives status, embedding principles into the culture of the Trust, including staff involvement, communication, flexible working, training and development and equality and diversity (for which she was an active steering group member). Katherine was also accredited to carry out job evaluations for the PCT, when the NHS rolled out the Change Pay Agenda.

Appendix 1 School Improvement Leadership

Amanda Rawson

Chief Finance Officer, CFO

Mrs Amanda Rawson has worked within education for seventeen years. She has worked at The Greetland Academy since 2011 where she is responsible for all aspects of financial management within the Trust. She is AAT qualified (Association of Accounting Technicians), as well as having successfully completed the Certificate of School Business Management via the National College.

Amanda's background includes 11 years as a Finance Manager at Marks & Spencer. She moved into education as the Bursar for the Halifax Excellence Cluster in 2001, which worked with 26 schools in Calderdale 'facing challenging circumstances'. She has been a Governor (including Chairing the Curriculum and Standards Committee) for 12 years and was one of the Members of the Academy Trust when the school converted to an academy in 2010. She also has extensive governing body experience via another Calderdale school, judged to be outstanding for a third consecutive time.

Amanda is a designated Specialist Leader of Education. As such, she has been deployed to carry out due diligence checks on schools potentially due to convert to academy status; review the finance operation and structures of a through school; and is regularly utilised to deliver academy peer review external assurance checks, as part of meeting the Academy Trust Handbook requirements. She has also been commissioned by the local authority to deliver training on academy finance and assurance processes to Calderdale governors, as well as participating in sub-groups to support the work of Schools Forum.

She has also actively supported local schools considering the move to academy status, making presentations to their Governing Bodies and, in one instance, also reviewing a maintained school's financial position and the impact that academy status would have on this. As part of the Academy Chain Bursar group she has provided support to other academies on their financial reporting requirements and to their Principals with regard to key financial information.

Nationally, Amanda is part of the ESFA's Academy Financial and Assurance Steering Group; within this role, Amanda chairs one of the three Working Groups that report into the Steering Group. The particular focus of the Working Group she chairs is on financial reporting and assurance. This includes oversight of the production of the Academies Accounts Direction, which all academies and their auditors utilise to produce their Annual Accounts.

Dr Jo Pearson

Head of SCITT & Research School

Dr Jo Pearson trained originally as an 11-18 History teacher at the University of Sheffield. She worked in several secondary schools in Merseyside and West Yorkshire. She was promoted in all three schools and held positions in middle and senior leadership as Head of Department and Director of Post 16 Studies. She led on primary liaison across the Humanities subjects, developing a whole authority resource for Key Stage 2 in Knowsley LA and was lead literacy co-ordinator leading on whole staff development in Kirklees. Under Jo's leadership the departmental results for history and the option uptake of the students in the school were increased and the department had the most successful outcomes in the school at GCSE.

In 2004 she moved into teacher development working first at the University of Huddersfield leading the History PGCE and lecturing on the primary undergraduate and post graduate routes. Alongside this she was appointed by the then Qualifications and Curriculum Authority as History Advisor in Yorkshire and the Humber leading the support for the revised Key Stage 3 orders for History. This work involved working across all 15 authorities supporting staff to develop their curriculum and assessment.

Jo completed her Doctorate at the University of Sheffield and specialised in the development of the curriculum in her thesis. She was promoted to Principal Lecturer for Teacher Professional Development at Leeds Beckett University where she led the development of both the National Masters in Teaching and Learning and the National SENCo award.

Jo's current role is to oversee the development of the SCITT and the Research School to ensure they are meeting the needs of the national school improvement agenda and the local priorities. This is within the trust role of Head of 'Workforce Development and School Effectiveness'. Jo's key areas of specialism are around supporting teacher professional learning both as beginning teachers, experienced teachers and school leaders. Her specialist areas include the use of cognitive science in teaching and teacher development, curriculum planning, assessment practices and inclusion. Jo's work with school leaders focuses on effective implementation and both impact and process evaluation of change within schools.

She sits on the Oldham Opportunity Area Board, is a regular conference speaker at local and national education conferences and has several book publications, both school-based textbooks and academic texts on history, teacher development, teaching and learning. She is currently co-authoring a book on effective mentoring in schools.

Appendix 1 School Improvement Leadership

Jessica Mellor

Deputy Head of Workforce Development and School Effectiveness

Mrs Jessica Mellor began her journey into teaching through the completion of a History PGCE at Leeds Trinity University after her undergraduate degree at the University of Manchester. She took up her first teaching post at Abbey Grange C of E Academy as a History and Politics teacher; as a result of her proven expertise within the classroom she was quickly promoted to the role of Subject Leader of Politics. Jessica used her initiative to further enhance the curriculum offer for Post 16 students by introducing the Extended Project Qualification and became the school EPQ Coordinator. As a result of student enjoyment and academic success this qualification become embedded as part of Post 16 pathways and was later rolled out into other schools.

The expansion of the school into a Multi Academy Trust meant that Jessica was also able to take on further responsibilities for school improvement across primary and secondary schools within a new role as a Lead Practitioner. Within this role Jessica supported key priorities identified by Ofsted to enable a school to move from 'Special Measures' to 'Requires Improvement' alongside improvements in academic outcomes in a number of key areas within both the primary and secondary phase.

Alongside her teaching and leadership commitments Jessica supported the development of History teaching across Leeds as a Learning and Teaching Specialist for the Leeds Learning Partnership. Within this role she supported Subject Leaders through a period of uncertainty with the introduction of the new curriculum and specifications. Due to her track record of success Jessica was later seconded to the Leeds Learning Partnership as Learning Improvement Consultant to quality assure subject networks and school improvement activities alongside the delivery of evidence informed CPD.

She took the lead in rebranding the development and training plan for the LLP so that all stakeholders were clear about the success criteria, the objectives and the strategies that would be used to enable the fulfilment of these.

Within her current role as Deputy Head for Workforce Development and School Effectiveness, Jessica is responsible for coordinating school to school support, recruitment, training and quality assurance of Specialist Leaders of Education alongside the development and delivery of CPD. Jessica is working alongside Local Leaders of Education to address school improvement priorities in a number of schools including work in Bradford and Oldham Opportunity Areas. Jessica is developing a responsive CPD calendar that ensures schools are supported through periods of change; she seeks to increase the knowledge of teachers and senior leaders so that they can reflect on their own practice and make evidence informed decisions that can be implemented successfully.

Alongside this work Jessica has maintained her commitment to her own professional development and recently completed an MA in Education with Teacher Inquiry. Jessica is currently completing the Evidence Based Education 'Assessment Lead Programme' to further develop her understanding of assessment so that in turn she can support schools to develop their own more efficient assessment approach to enable staff to make more reliable judgements about what pupils know, can do and need next.

Helen Crowther

Principal at The Greetland Academy and Head of English Hub

Mrs Helen Crowther graduated from Trinity and All Saints College Leeds in 2003 with a BA honours with QTS in Primary Education with English. More recently, she successfully completed an MA in English. She started her career at a large multi-cultural school in the centre of Halifax and remained there for 15 years. Two years after qualifying, she became the English Lead and ITT mentor before becoming Assistant Head for Curriculum in 2008. Two years later, she was promoted to Deputy Head and soon after became a Specialist Leader in Education for Teaching and Learning. Over the past few years, she has successfully supported a number of schools on their journey of improvement alongside delivering training for both teachers and student teachers.

Helen's skills in mentoring others were recognised when she was appointed to be a mentor for the National Teaching Service. She successfully supported a practitioner in her journey to leadership under this system.

Helen is also one of the research leads for the Oldham Research School and has delivered training packages on research informed practice in English to Oldham primary leaders and practitioners. She has also been an active member of the EEF working party on the new English implementation guides.

Helen has been the Principal at The Greetland Academy since 2018 and is the Head of the newly designated English Hub: a role that draws on her years of experience as an SLE, passion and expertise in the teaching of English and her strategic leadership skill set.

Richard Pawson

Consultant Principal at West Vale Academy

Mr Richard Pawson completed his PGCE in Secondary History at Warwick University in 2002. After two years delivering History to mainstream secondary school pupils, Richard transitioned into the world of SEND, taking up a teaching post at Walton Leigh Special School. During his five-year tenure with the school, Mr Pawson completed his MA in Education and was promoted onto the SLT, undertaking the role of Head of Department for Key Stages 3 & 4. Following a relocation in 2009 that involved returning to Yorkshire, Richard took up a position as KS4 Manager at Lydgate Special School in Huddersfield. Here his senior leadership role involved leading the department and co-ordinating external accreditation, careers and post-16 transition.

In 2013 he moved to Wood Bank Special School where he spent 9 years; 7 of which were as Headteacher. During his headship he secured two 'good' OFSTED ratings and attained LLE designation through Teamworks Teaching School Alliance.

Mr Pawson is currently undertaking the role of Consultant Principal at West Vale Academy and also supporting the work of the AA Teamworks SCITT and Oldham Research School.

Jamie Stuttard

Principal at Bowling Green Academy

Jamie started his teaching career in a school in Calderdale and soon became a mentor through Teamworks to develop talented teachers.

During his career, Jamie has taught across EYFS, KS1 and KS2, and led several school improvement areas, such as Pupil Premium and SEND. As a Deputy Headteacher, Jamie was part of a small team who secured the top Excellent grading as part of his school's SIAMS inspection, which noted inspirational leadership.

Jamie later became a Specialist Leader in Education for EYFS and Early Reading, supporting other schools across authorities.

Appendix 1 School Improvement Leadership

Trust LLE

Andrew Midgley Director of Leadership, Principal and LLE

Mr Andrew Midgley has been the Headteacher at Raynville Academy since 2016, having been a Headteacher since 2007. In 2016, Raynville was found to be requiring improvement with progress and attainment of children being below national averages. Mr Midgley reorganised the staffing structure, established new meeting schedules, revised the systems for behaviour and attendance, and focused the senior managers and UPS teachers on relentlessly improving the quality of teaching and learning. This rigorous approach resulted in a successful Ofsted Inspection of December 2017, with Raynville judged to be a strong good with an outstanding EYFS. The inspectors noted the increase in attendance, reduction in behaviour issues and significant improvements in results across the school. The results then further improved in 2018 when moderated for EYFS, KS2 writing and at a KS2 SATs 'drop in' moderation by the LA.

During his first year at Raynville, Andrew was elected to be the chair of the local 'Family of Schools' (FOS) Headteacher group - the eight local primary schools and high school. He reorganised the agendas and working parties to ensure the meetings had focus, they met the needs of the schools and allowed good opportunities for school to school support. This resulted in Andrew becoming the FOS representative on the heads' forum for Leeds Schools and also the lead Headteacher for PE ambassador. Whilst working with the other ambassadors, Andrew worked closely with two other heads as they acknowledged the unfortunate reduction in quality and provision of sports and PE for the children of West Leeds. He is now one of three head teachers that lead the West Leeds Sports Partnership ensuring that the children of West Leeds get

a high quality sports/activities offer and access to more sporting events, both competitive and for participation.

In 2007, Dean Field Community Primary School was bottom of the league table in Calderdale, had 55 exclusions the previous year and had only 142 children on role. As no one had applied for the head's post in two rounds of adverts, Andrew was seconded from his post of deputy Headteacher in an outstanding school, to become the acting Headteacher. This was made permanent following a successful first year. Within the first four years, Dean Field had an Ofsted Inspection which found them to be good with outstanding features and in March 2012, Dean Field was in the top 50 primary schools in England for sustained improvement. During Andrew's headship, there were no exclusions, the school was full with a waiting list and was hosting training for other schools around inclusion, pupil premium and governance.

During the last two years of his time at Dean Field, Andrew was asked to support a three form entry primary school that had failed its Ofsted inspection and following this, he became the executive Headteacher at a local primary school that had gone into special measures and its Headteacher had resigned. He supported the school during its transition to becoming an academy and his effectiveness was recognised in the following Ofsted Inspection report.

In 2018, Andrew became an LLE following successful results at Raynville and the recent Ofsted Inspection report. Having supported two new local primary school Headteachers in Leeds - he is now mentoring a new Headteacher in Calderdale at a school that has recently gone into special measures. His particular focus is on improving teaching and learning, progress, and leadership and management.

Trust LLE

Dani Worthington Director of School Improvement, Principal and LLE

Miss Dani Worthington was appointed to be the Principal of Carlinghow Academy in March 2020. Dani's leadership career started with four years on the Senior Management Team at Parkinson Lane Community Primary School, as EYFS/KS1 Manager. A continued SMT role followed at Lee Mount Primary School (Ofsted: Outstanding). For the next two years Dani was Deputy Principal at The Greetland Academy (Ofsted: Outstanding), and then spent four and a half years as Headteacher at Moorside Community Primary School.

Dani has a proven track record in school improvement taking her previous school on a journey from 'at risk of special measures' (as determined by the LA 2015) to 'good' (Ofsted 2017). The schools she has served have been in areas of high social deprivation with up to 60% on the pupils eligible for pupil premium funding. Throughout her teaching career she has worked with many children displaying challenging behaviours, complex needs and mental health issues and is passionate about ensuring all children have access to quality professional support.

In 2020 Dani was invited to Westminster to speak at the All Parliamentary Group launch of The Child Mental Health Charter. She has provided school to school support for schools in Calderdale, Bradford and the East Riding of Yorkshire. Dani has also served as the chair of the North Halifax Primary BAC, the chair of the Calderdale Primary Headteachers Association and has been one of the primary representatives on the Calderdale Safeguarding Children Board.

Dani became a Local Leader of Education in January 2019.

External Advisor

Alan Giles Strategic Leadership and Management (Alan Giles Consulting Ltd)

Mr Alan Giles has had over twenty years teaching and senior management experience in secondary and primary settings, including: primary headship; leading subjects; curriculum, and teaching and leadership innovations. He has been an Ofsted inspector since 1995, including RGI and Lead Inspector. Alan has had ten years' experience as a university lecturer in education research and delivery; at ITT, PGCE and post-graduate levels; on pedagogical practices and developments and school leadership issues. He also has ten years' experience of working in the PFI/BSF/Academy capital programmes for school buildings; ensuring school/academy visions for learning were translated into appropriate designs. Alan has had first-hand experience of changes and challenges in special, primary and secondary school settings. He has worked as an associate consultant with Slough, Bucks, Barnsley and Calderdale LAs - developing target setting, school improvement, training and monitoring strategies. Alan has led and motivated senior leadership professionals in a wide variety of contexts including;

- Work as part of the Tribal Inspirational School Partnership (ISP) with a number of outstanding Headteachers delivering one to one school based training based on their own successful school practices
- Presently working as a lead reviewer for the 'Challenge Partnership' company which has 200+ primary and secondary school hubs across the country, sharing areas of excellent practice.

Appendix 2 Current Trust Membership: Members

Mr Graham Newton

Graham has been involved in education for over 40 years. He has held teaching positions in a range of schools holding Head of Department positions in both Science and later ICT.

Graham has been a governor at The Greetland Academy for 26 years having held the position of Chair for the last 4 years. He has held various positions and chaired a variety of committees, recently taking on the Chair of Finance committee role.

He is also a governor at a large local Secondary Academy - where he was recently made Vice Chair and chair of Finance and General Purpose's committee. This school has successfully helped 2 local comprehensive schools which were in special measures and enabled them to come out of that category with recent results being the best in their history.

Graham is the safeguarding governor at both schools having been trained through the governor training unit of the LA.

Mr Carlton Midgley

Carlton is a former Headteacher who has worked as a School Improvement Partner since 2006, providing support and challenge to primary and secondary schools/academies. From 2008, he was National Challenge Adviser to five schools/academies, each of which significantly improved their percentage of GCSE 5ACEM. Carlton made a substantial contribution to their improvement through involvement in quality assurance, monitoring and review.

Carlton led the successful Halifax Excellence Cluster for 11 years – providing support, challenge and additional funding to 26 schools. This organisation was a major factor in Cluster schools achieving the best ever KS2 and KS4 results in 2011 and in 42% of the schools becoming outstanding (from 0% in 2000). He has wide experience of working with schools causing concern; co-ordinating the necessary support, monitoring and evaluation. A Registered Ofsted Inspector for 23 years, he led over 40 inspections and acted as a team member on 60. He uses this experience effectively when reviewing whole school aspects e.g. achievement and teaching.

Mr John Flynn

Qualified Accountant with Honours degree. Since September 2011, Business Manager then Finance Director at Heckmondwike Grammar School (HGS) in Heckmondwike, near Dewsbury. HGS is a Single Academy Trust (SAT) – as such John is familiar with the process of creating and accounting for Multi-Academy Trusts.

John is currently responsible for the maintenance and development of the school site. He is responsible for Health and Safety and oversees the management of all operational staff (headcount about 120). He looks after all aspects of payroll and the school catering service that generates income of about £0.5m. HGS has just completed a large CIF funded building project linked to expansion of our sixth form.

As Finance Director, John provides support, financial guidance and training to the HT, SLT and Governing Body. He has worked in two maintained secondary schools prior to moving to an academy and this was after working in four very different metropolitan borough councils (Kirklees, Calderdale, Rochdale and Wakefield City MDC). His roles with Rochdale and Wakefield involved overseeing all local authority schools, their funding (via their funding formulae) and the financial performance of every school.

At Rochdale and Wakefield, John supported the work of their respective Schools Forums.

He has been a School Governor, Chair of Finance and a Vice Chair of Governors at a school in challenging circumstances in Kirklees and also been a Clerk to Governors in the past.

Mrs Peta Cocker

Mrs Peta Cocker initially taught Science and Maths in a local secondary school having studied Biochemistry at York University. Having spent 10 years at home looking after her 3 daughters she successfully transferred the skills she had learned in the secondary sphere into primary education. She has been a Headteacher for more than 15 years in two primary schools in both Calderdale and Kirklees.

Headlands CE J, I & N School was judged as securely good by Ofsted in 2015 and judged as outstanding as a Church of England school as part of the SIAMS inspection process. SIAMS described her leadership as 'outstanding' and Ofsted commented that she had 'established a thriving school where a culture of good teaching and learning, good behaviour and personal values thrive.' She worked closely with partner schools as part of the Spenborough Co-operative Trust and was Chair of the Trustees Board for 3 years. Peta retired early in August 2021.

Peta has lived in Greetland for the past 34 years and therefore has a personal interest in supporting the aspirations and welfare of members of the local community.

Appendix 2 Current Trust Membership: Trustees

Trustees

*Carlton Midgley & Amanda Bennett.
See previous pages.*

Mr Ken Inwood

Ken has been involved in education for over 50 years, teaching across the age ranges from nursery age to adult education and across the ability range from children with severe multiple disabilities to gifted athletes performing at national standards. He was a Headteacher at primary schools for over 20 years, retiring from headship in 2006, after successfully moving a large primary school from Special Measures to Outstanding.

Ken has managed two large, cross-phase federations of schools in West Central and North Halifax (2006 – 2017) and was a Director of Calderdale Excellence Partnership (2006-2017) involved in a variety of educational initiatives including large-scale national research projects. Most recently he worked as an educational consultant, delivering training nationwide for teachers in schools and MATs and worked with the National Literacy Trust on a project using self-regulation to improve writing.

Mr Illy Jaffar

Illy has extensive communications and marketing experience from both his professional career and latterly running his own consultancy company. Prior to this he worked for Pernod Ricard for 11 years during which time he was promoted to Head of Marketing and Head of Brand Advocacy where he travelled the world promoting the company's drinks products at various events and to large scale customers.

Illy spent 4 years as a Tour Manager for performing bands and artistes and organised several UK and world tours.

Mrs Jackie Nellis

Jackie has a wide range of experience in education, most recently being appointed in September 2019 as the Principal of Lightcliffe Academy in Calderdale. Prior to this Jackie was the Assistant Director of Children's Services in Calderdale, with overall responsibility for the performance and finances of schools and early years across the authority. Jackie has also been the Headteacher at The Halifax Academy, a 4-16 school in Calderdale which she set up. In addition Jackie has been a self-employed educational consultant working with a range of partners including multi-academy trusts and local authorities.

Mr John Midgley, FCA

John is a Director at KPMG, one of the big four accounting and advisory firms. He is a fellow of the Institute of Chartered Accountants in England and Wales with over 20 years of financial services experience. With a BA in Mathematics, John has had a varied career including spells in audit, the banking industry and advisory roles. He currently leads KPMG's Securitisation team in the UK, providing services to a range of clients across Europe and the Middle East, and is the chair of KPMG's Network of Women in Leeds.

John qualified as an ACA with KPMG in their Financial Services audit practice in Leeds before moving to the Halifax Bank of Scotland plc, where he was involved in running the UK's largest master trust securitisation and implementing the UK's first covered bond programme. Since his return to KPMG in 2004, John has worked closely with the FCA and the government, having been part of the consultation group for the Regulated Covered Bond Regulations in 2008, and having been involved in the various liquidity schemes under the Sterling Monetary Framework since the financial crisis.

Mr James Fryer

James has over 30 years' experience in the Financial Services industry and is currently Business Development Manager for a service provider to the insurance sector.

Primarily responsible for the sales and B2B relationship management functions of his business, James' role also encompasses marketing, training, data protection and corporate social responsibility.

James contributed to the governance of The Greetland Academy for over 10 years, having originally been elected as a Parent Governor for two successive terms of office; also chairing the former Premises Committee and acting as designated Governor for Health & Safety. Prior to becoming a Parent Governor James had been Treasurer of the school's PTA (Friends of Greetland School).

A proud member of the Greetland community for over 15 years, James' children attended TGA before moving onto secondary education locally, following happy and inspiring times at the school.

Emily Brooke

Emily is a qualified Solicitor and is an Associate in the Real Estate Team at CMS Cameron McKenna Nabarro Olswang LLP (CMS). CMS is a leading international law firm, one of the largest in the world. Emily advises a wide range of clients on highly complex real estate transactions, whilst being a technical expert in this field of law. She additionally has expertise in best value plus a solid understanding of personnel management.

Emily managed a team of associates across real estate, construction and planning in connection with the \$2.8bn acquisition of the European arm of a leading logistics company. She also lead on the acquisition of a hotel development site for £43m, which completed simultaneously with an investment sale and leaseback.

Dr Angela Birt

Dr Angela Birt is an obstetrician and a Gynaecologist. Angela has worked in the NHS for nearly 30 years, for the last 15 years as a consultant. She was elected as a parent governor in 2013, and served one full term of office on The Greetland Academy local governing board until 2017. During this four year term Angela served on the personal development and welfare, curriculum and staffing committees. She became a Trustee of the MAT Board when the Greetland Academy Trust was formed in 2018. Angela is also a parent governor at The Crossley Heath Grammar School. She currently serves on the achievement and welfare, and the vision and strategy committees of this secondary school's governing board. Angela is passionate about education. She wants every child to aim high. Angela believes that a high standard of education is best provided in a supportive, safe and happy environment, and also that the happiness and mental well-being of children are essential for them to reach their full potential.

Mr James Power

James is Head of Procurement for the Cumberland Building Society, responsible for all procurement and supplier management. He spends much of his time deeply involved in contracts and legal matters relating to performance and delivery. His areas of expertise include financial, legal, communications and marketing, human resources and facilities management.

Prior to his current role, James has worked for a number of financial services firms, most recently Natwest, as well as a management consultancy firm specialising in procurement.

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**GREAT
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ACADEMY TRUST

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