



THINKING  
SCHOOLS  
ACADEMY TRUST



Welcome to  
**Thinking Schools Academy Trust**  
2023 – 2024

Think about their Thinking

Be their Best self

Shape their Success

# WELCOME MESSAGE FROM OUR CHIEF EXECUTIVE OFFICER

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The Thinking Schools Academy Trust is a vibrant community of schools that has grown substantially as a leading multi-academy trust within the UK.

We have a strong approach to education, and all of our schools share the same “Thinking Schools” philosophy. This philosophy is embraced on a personal and organisational level, which helps our students reach new heights and do their best.

Primary and secondary schools within our Trust have a huge responsibility and opportunity to change the lives of children through our cognitive approach to education. This is apparent in the primary and secondary results that have placed many of our schools at the top of league tables, with improved attainment and schools achieving progress that is “significantly above the national average.”

Our Trust has been ranked as the highest performing trust at GCSE in the national league tables. Our success can be attributed to our use of the ‘Thinking’ approach and we now have 13 accredited ‘Thinking Schools’ by Exeter University. In addition, Exeter University asked our Trust to lead research on how to create ‘Thinking’ organisations and to create a ‘Thinking’ programme for undergraduates at Kent University.

Within our schools, we have outstanding and driven leaders, dedicated teachers, and support staff backed by a committed team of governors. As a valued member of staff, your experience and commitment are paramount to providing children with an education that will give them the tools they need to transform their life chances and enjoy successful futures.



Stuart Gardner, MSc, NPQH, NLE  
Chief Executive Officer



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**Transforming Life Chances** by providing an educational framework that promotes the development of **effective habits** and **cognitive structures**. Challenging everyone to **aspire** to and **strive** for personal **excellence**. Enabling each individual to **realise their potential** and become the **master of their own destiny**.

# OUR VALUES

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## CHILD FIRST

To provide a stimulating learning environment for all where learners feel safe to explore knowledge and understanding. We believe that children learn best when they are motivated, clear about expectations in their work and behaviour, feel valued, secure and confident, are challenged and receive constructive feedback about their performance.

## ASPIRE

To be the best they can be. We believe that all staff and pupils can aspire for personal and professional prowess and become empowered through the 'Thinking' philosophy.

## CHALLENGE

To actively shape the minds, attitudes and habits of young people through a framework of cognitive education that enables them to become the master of their own destiny. We believe that pupils require an accurate reflection of what they are good at and need to develop personal insight and manage uncertainty confidently. Developing skilled, independent and reflective learners is part of our vision.

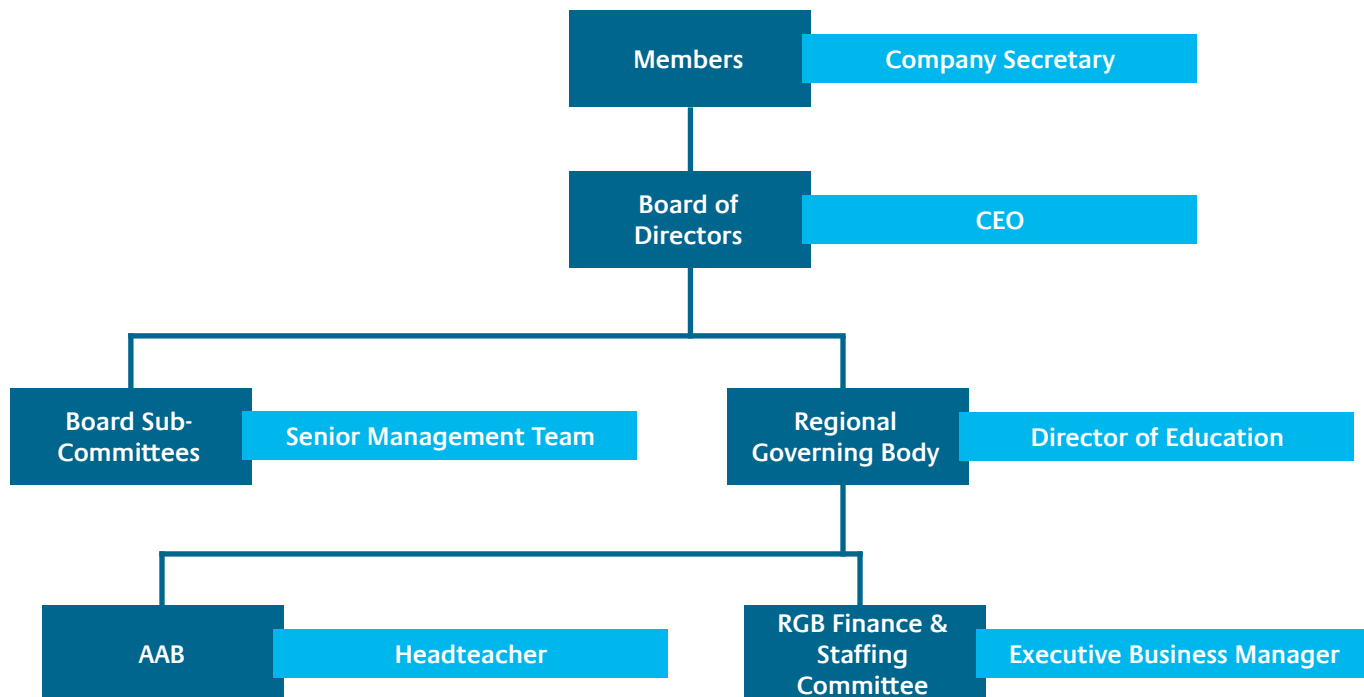
## ACHIEVE

For all stakeholders to demonstrate the highest levels of thinking and habits. We want our pupils to be questioning in nature, achieving the highest levels of independent and interdependent prowess.



# OUR TRUST GOVERNANCE

In March 2019 the Board of Directors commissioned a working party to review certain aspects of Governance within our Trust. One of the recommendations was a new structure for the Regional Governing Bodies. The new structure aims to reflect the Trust vision of an all through education model, which was also the driving force for the new Director of Education roles and responsibilities.

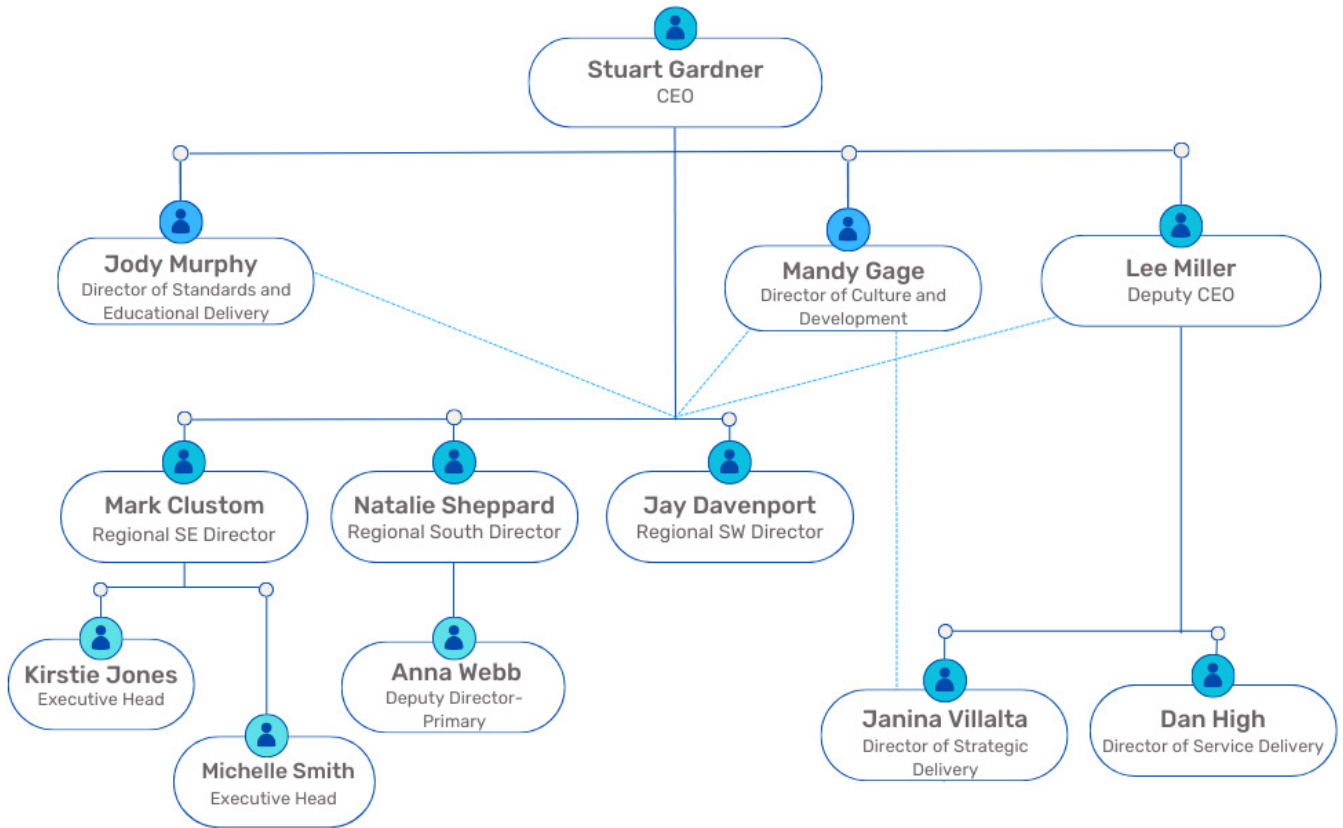


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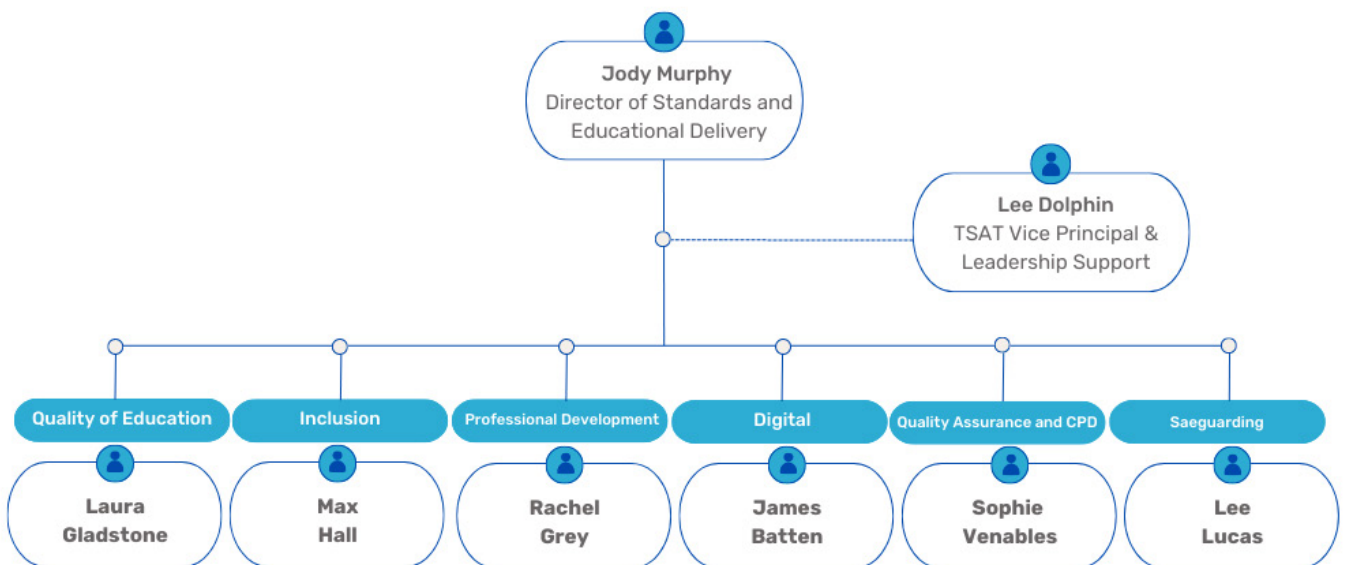
Governing Body

Trust Lead to Governing Body

## Executive operational structure 23/24



## Educational Drive Team Structure 23/24



## The difference between our Trust's governance and a traditional governing body.

By comparison to a traditional school governing body:

- The AAB's role is not to manage the academy as this is done through the Regional Governing Bodies and Board of Directors. Therefore, the AAB is not required to make decisions on staff or financial matters affecting the academy. AAB Members should have an understanding of strategic issues that impact the academy, and be updated on them regularly by the Principal, but they are not required to have direct responsibility for them.
- As the Regional Governing Body takes responsibility for educational standards, legal compliance and financial viability, the AAB then has the time to investigate the standards on the ground, to see how they are working, and explore how our Trust's ethos is being understood and expressed in the way the academy operates.

The Trust's Members, Board of Directors and the Executive team are listed below.

### Members

- Gerard Newman - Chair
- Peter Martin
- Deborah Reed
- Janet Smith
- Sarah Earle
- Dr Gurpit Lall

### Directors

- Stuart Gardner (CEO)
- Gerard Newman - Chair
- Peter Martin - Vice Chair
- Derek Morrison
- Kaye Bettey
- Ian Mason
- David Lycett
- Steve Geary
- Julie Spurgeon

### Executive Team

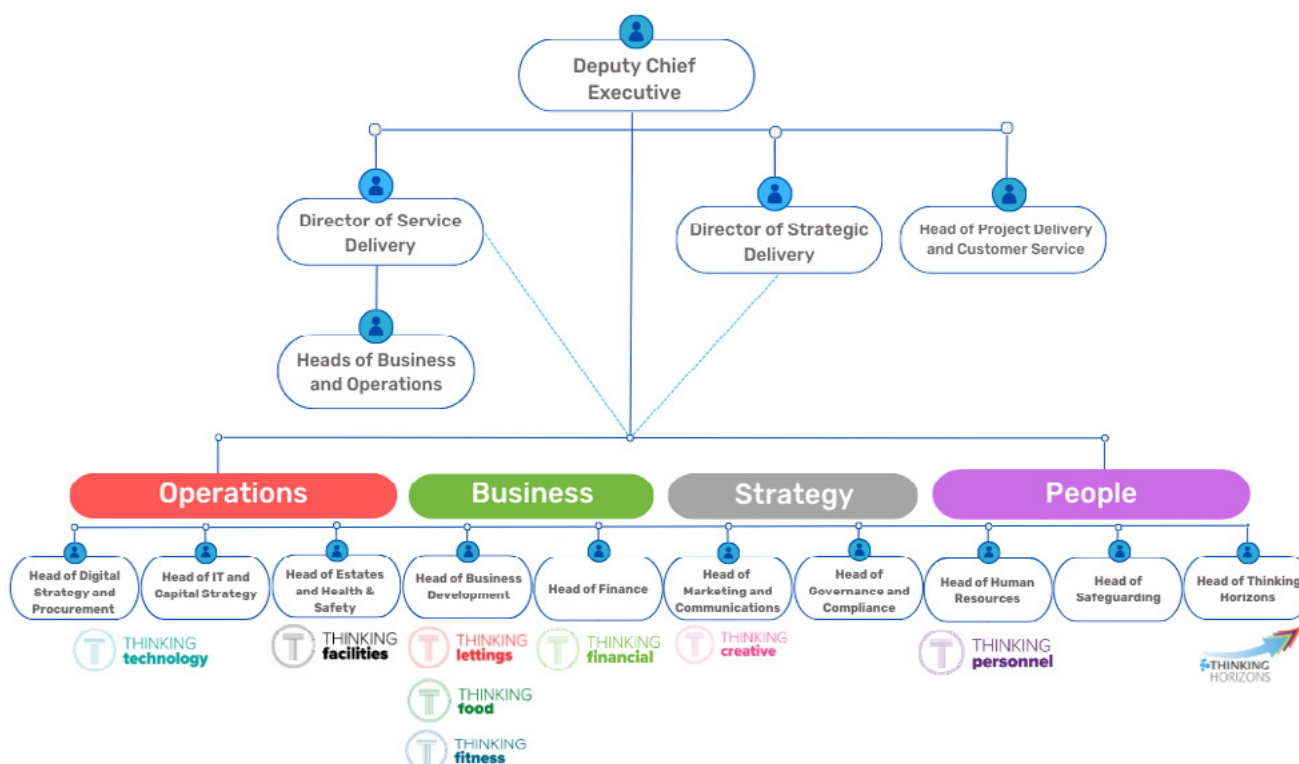
- Stuart Gardner - Chief Executive Officer
- Lee Miller - Deputy Chief Executive Officer
- Dan High - Director of Service Delivery
- Mandy Gage - Director of Culture and Development
- Jody Murphy - Director of Standards and Educational Delivery
- Natalie Sheppard - Regional South Director
- Mark Clustom - Regional SE Director
- Jay Davenport - Regional SW Director
- Kirstie Jones - Executive Head
- Anna Webb - Deputy Director - Primary
- Michelle Smith - Executive Head
- Janina Villalta - Director of Strategic Delivery

# OUR TRUST CENTRAL TEAM

In order to achieve collaboration across our family of schools, we have several teams within the central function of the Trust.

Our central functions are here to support our schools in running collaboratively, efficiently and effectively for the benefit of our staff and pupils.

The central teams are based across our Kent, Portsmouth and South West hubs but are often travelling between our schools.



## HISTORY OF THINKING SCHOOLS ACADEMY TRUST

When The Rochester Grammar School (RGS) became an Academy in 2010 a decision was made that it wanted to work with another successful school and become a cross phase multi-academy Trust. All Faiths School (AFS) decided that linking with RGS would be positive for its pupils and in 2012 The RGS/AFS Thinking Schools Academy Trust was born.

The first sponsorship came in Portsmouth when the Trust was asked to support a school that had gone into special measures and this was later known as The Portsmouth Academy. During 2014 a further two other schools were sponsored in Medway, Holcombe Grammar School and The Gordon Children's Academy, and the Trust opened its first free school, New Horizons Children's Academy. At this point the board agreed to rename the Trust to The Thinking Schools Academy Trust. Since then the Trust has grown to establish four regions in Essex, Kent, Hampshire and Devon, supporting pupils from early years to sixth form and has acquired the nursery company, Little Thinkers, to provide childcare and pre-school provision.

The trading subsidiary company, Thinking Solutions for Education Ltd, has been set-up to provide services to other schools and academies so they can reap the benefits of being part of a bigger network of support.



# Our journey so far

2010



Rochester Grammar School becomes an Academy, creating Thinking Schools Academy Trust

2013



The Portsmouth Academy joins

2015



The Victory Academy joins

2017



Meon Junior School and Moorings Way Infant School joins

2019



Meredith Infant School joins

2021



Plymouth High School for Girls joins, becoming the first south-west school in our Trust

The first Little Thinkers opens in Portsmouth

2012



All Faiths Children's Academy joins the Trust creating our Multi-Academy Trust

2014



Holcombe Grammar School, The Gordon Children's Academy, New Horizons Children's Academy, Isambard Brunel Junior School and Newbridge Junior School all join

2016



Cedar Children's Academy joins

2018



Penhale Infant School, Goodwin Academy and Meon Infant School all join

Thinking Solutions for Education Ltd is established

2020



Meredith Infant School and Isambard Brunel Junior School become New Horizons Primary School

2022

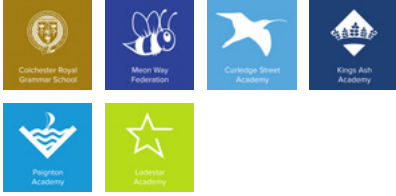


Plympton Academy joins and the South West Hub is established. Brixham College and Furzeham Primary and Nursery School both join afterwards

Maritime Academy opens

Penhale Infant School and Newbridge Junior School become Penbridge School

2023



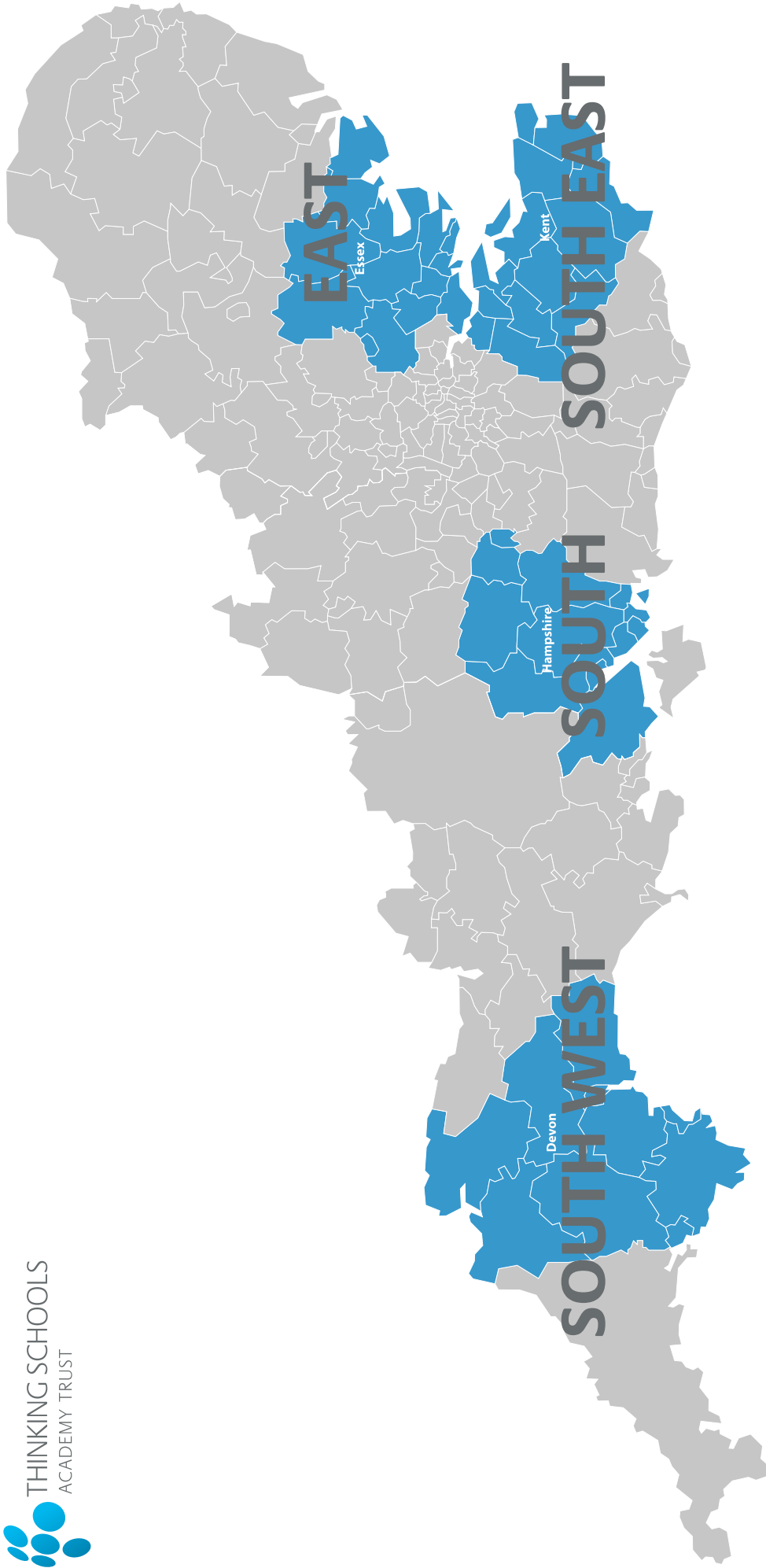
Colchester Royal Grammar School joins

Moorings Way Infant School,  
Meon Infant School and Meon Junior School  
form the Meon Way Federation

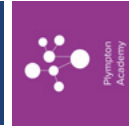
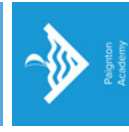
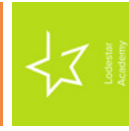
Paignton Academy, Curledge Street Academy,  
Kings Ash Academy and Lodestar Academy  
become the latest schools to join our Trust  
in the south-west region



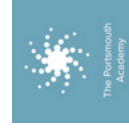
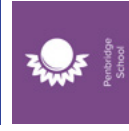
2024



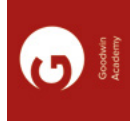
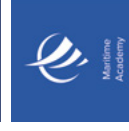
SOUTH WEST



SOUTH



SOUTH EAST



EAST



## OUR PHILOSOPHY

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At the heart of the Trust is the belief that the work that we do must **transform the life chances of pupils**.

We believe that the best way to transform life chances is to actively shape the minds, attitudes and habits of young people through a framework of cognitive education that enables them to become the master of their own destiny.

This framework of cognitive education is constructed through the use of the **‘Thinking School’ approach**. Research from organisations such as the Sutton Trust has repeatedly demonstrated that when children understand how their brains work they achieve better academic and personal outcomes than those who do not. This is known as meta-cognition.

**“We are what we habitually do” (Aristotle), to transform life chances we have to transform habits.**

The ultimate goal is that every individual, child or adult, in the organisation consciously recognises their own habits, strengths and areas for development and actively seeks to improve themselves thereby creating transformational change.

Transforming life chances by ...

- Providing an educational framework that promotes the development of effective habits and cognitive structures
- Challenging everyone to aspire to and strive for personal excellence
- Enabling each individual to realise their potential and become the master of their own destiny

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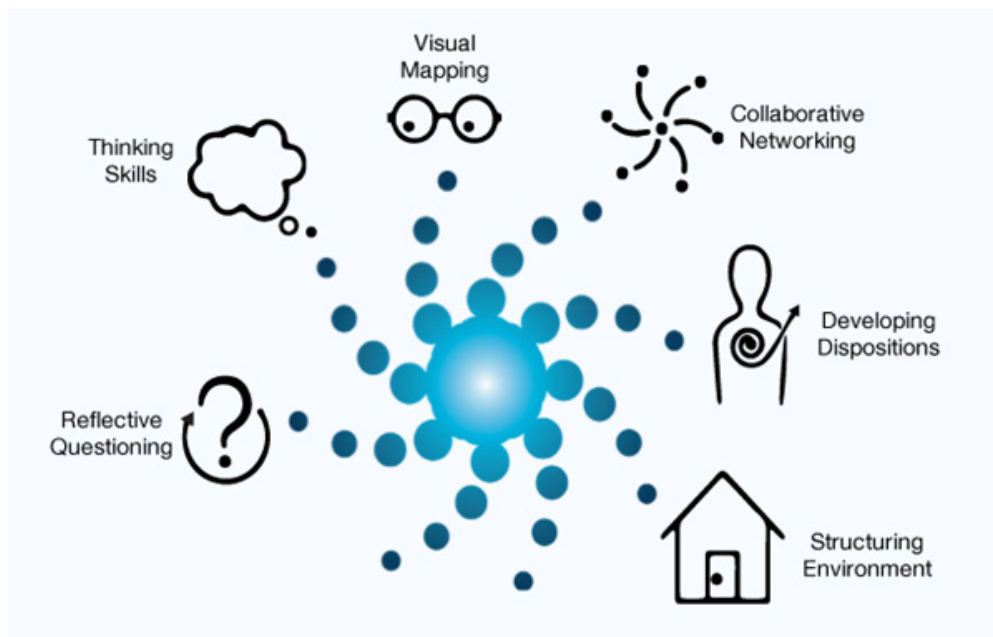
## WHAT IS A THINKING SCHOOL?

An **educational community** in which all members share a **common commitment** to giving **regular careful thought** to everything that takes place. This involves both pupils and staff learning how to **think reflectively, critically and creatively**, and employing these skills and techniques in the co-construction of a **meaningful curriculum** and **associated activities**. Successful outcomes are reflected in students across a wide range of abilities, demonstrating independent and co-operative learning skills, high levels of achievement and both enjoyment and satisfaction in learning. Benefits will be shown in ways in which all members of the community interact with and show consideration for each other and in the positive psychological wellbeing of both pupils and staff.

- Burden, 2006

# THE SIX WAYS STARTING POINT

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The journey to becoming a 'Thinking School' involves a strong commitment and careful planning.

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## THINKING APPROACH

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Our 'Thinking School' approach is consistent with the aims below and helps to ensure that:

1. Pupils in our Trust are supported to think for themselves, through the development of a thorough understanding of purposeful thinking tools that they can use to aid and monitor their own progress.
2. Staff in our Trust are encouraged to think accurately and reflectively about their practice and understand a range of thinking tools that can be used to support student motivation and progress.

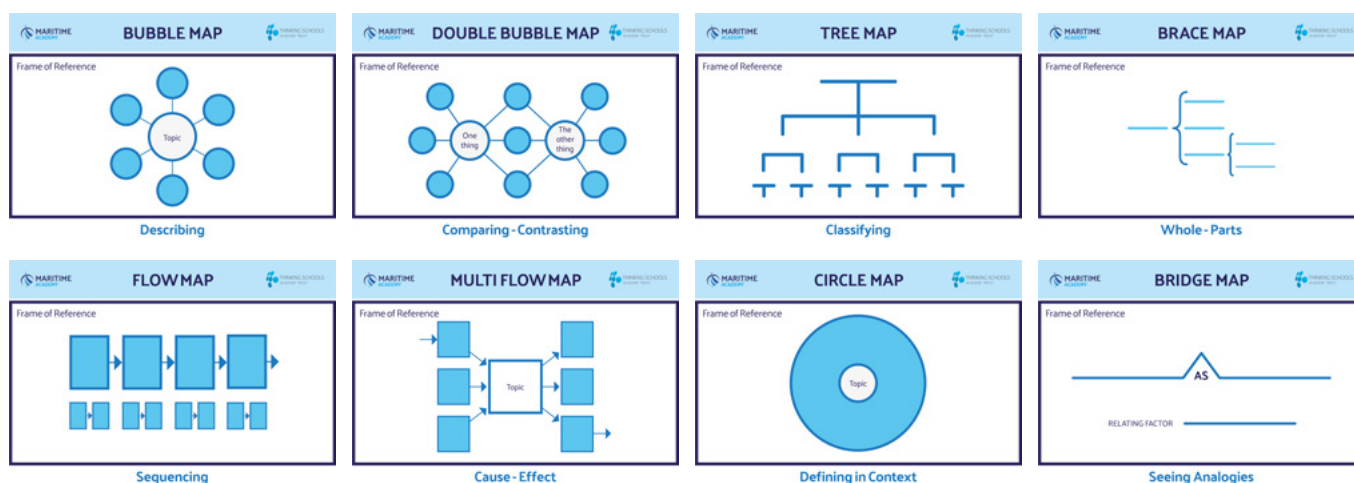
# SKILLS AND TOOLS

## THINKING MAPS

Each of the 8 'Thinking Maps' relates to a specific thinking process. It's not to say that other graphic organisers are not purposeful but we have found within our Trust that this particular set of visual representations provide pupils with an easy to remember framework to communicate the thinking that is taking place.

Hyerle and Alper (2011) state that 'Thinking Maps' serve as a device for mediating thinking, listening, speaking, reading, writing, problem solving, and acquiring new knowledge. The infusion of Hyerle's 'Thinking Maps' across the whole curriculum has provided our pupils with a method to sort and present information, providing a rich vocabulary to express and discuss their ideas in relation to the content they are studying and their underlying thinking.

The maps, when consistently used across a school provide a great way to build understanding, stretch and challenge pupils own thinking, note taking from lessons and consolidate understanding.



Thinking Map	Thinking Process
Bubble Map	Describing
Double Bubble Map	Comparing and contrasting
Tree Map	Classifying
Brace Map	Identifying whole/part relationships
Flow Map	Sequencing
Multi-Flow Map	Causes and effects
Circle Map	Defining in context
Bridge Map	Seeing analogies

## THINKING HATS

The ‘Six Thinking Hats’ each represent a different type of thinking. They are used in lessons to encourage pupils to think carefully and critically – encouraging them to think beyond their own perspectives and holistically respond to situations rather than only using one type of thinking. The ‘Thinking Hats’ provide an easy to remember visual for all levels of learner to ensure they look at all perspectives to provide well rounded responses, when confronted with something to analyse or evaluate.



Hat	Type of Thinking	Questions to stimulate thinking
Red	Feelings	What is your immediate reaction? How do you feel?
Yellow	Benefits	What works well? What are the benefits?
Black	Caution	What are the limitations? What are the barriers?
White	Facts	What is the data? What do we know?
Green	Creativity	How do we overcome this? What are the solutions?
Blue	Process	What are the next steps? How do we get to our goal?

## THINKING KEYS

We use the first version of Tony Ryan’s Thinking Keys to stimulate different types of Thinking. As suggested by Ryan (1990), the Keys help ‘unlock’ critical and creative thinking. Some of the Keys are quite linear and some are creative, which enables them to be carefully selected and work well with different ages groups and across all curriculum areas. The specific Key used in any learning episode is selected based on the needs intended to be met – this can be subject related or skill based. For example, the BAR Key might be used to evaluate a team performance in a Physical Education lesson or to assess a worked example in Maths. On the other hand, an Inventions Key might be used to start an English lesson and not be content related because it is used to set the tone for the creative thinking that will be needed in the lesson. Although some Keys are similar in terms of description and require similar thinking, the end results can look very different.

<p><b>THINKING KEYS</b></p> <p>Compile a list of words from A to Z which have some relevance to the object/s.</p>  <p>Alphabet</p>	<p><b>THINKING KEYS</b></p> <p>List ways in which to complete a task without using the normal tools or implements.</p>  <p>Alternative</p>	<p><b>THINKING KEYS</b></p> <p>The following acronym can be used to reinvent or redesign everyday objects. Bigger - Add - Replace</p>  <p>B.A.R.</p>	<p><b>THINKING KEYS</b></p> <p>State a problem which needs to be solved and brainstorm a list of solutions.</p>  <p>Brainstorming</p>	<p><b>THINKING KEYS</b></p> <p>Make a statement which could not generally be questioned or considered true from a particular perspective and then try to break down the wall.</p>  <p>Brick Wall</p>
<p><b>THINKING KEYS</b></p> <p>Links to careers guidance to make informed decisions about your future and subjects you study.</p>  <p>Careers</p>	<p><b>THINKING KEYS</b></p> <p>List the attributes of 2 dissimilar objects (one within your area of study, one outside), then combine the attributes into a single object.</p>  <p>Combination</p>	<p><b>THINKING KEYS</b></p> <p>Decide upon 2 objects which would generally have nothing in common, and try to outline some points of commonality between them.</p>  <p>Commonality</p>	<p><b>THINKING KEYS</b></p> <p>Set up a wide variety of construction problem-solving tasks and use lots of readily available materials.</p>  <p>Construction</p>	<p><b>THINKING KEYS</b></p> <p>List some widely different uses for a chosen object from your area of study.</p>  <p>Different Uses</p>
<p><b>THINKING KEYS</b></p> <p>Choose an object or an idea and list some ways of correcting, or eliminating the disadvantages of it.</p>  <p>Disadvantages</p>	<p><b>THINKING KEYS</b></p> <p>Addition or discussion of more information to what has already been said.</p>  <p>Elaboration</p>	<p><b>THINKING KEYS</b></p> <p>Develop a solution to a problem by employing a number of dissimilar objects.</p>  <p>Employ Dissimilarity</p>	<p><b>THINKING KEYS</b></p> <p>Describe an unusual situation and then think of some different explanations for the existence of that situation.</p>  <p>Interpretation</p>	<p><b>THINKING KEYS</b></p> <p>Develop inventions which are constructed in an unusual manner.</p>  <p>Inventions</p>
<p><b>THINKING KEYS</b></p> <p>Opportunities and development in reading and writing.</p>  <p>Literacy</p>	<p><b>THINKING KEYS</b></p> <p>Develop and apply knowledge of arithmetic and working with numbers.</p>  <p>Numerate</p>	<p><b>THINKING KEYS</b></p> <p>Choose a simple diagram which has no immediate relevance to the area of study and then try to work out ways in which it could be linked with that area.</p>  <p>Picture</p>	<p><b>THINKING KEYS</b></p> <p>Ask for a series of predictions in regard to a particular situation, product or set of circumstances.</p>  <p>Prediction</p>	<p><b>THINKING KEYS</b></p> <p>Start with the answer, and try to list 5 questions which could be linked with that answer only.</p>  <p>Question</p>
<p><b>THINKING KEYS</b></p> <p>Opportunities to store, find and use knowledge.</p>  <p>Retrieval</p>	<p><b>THINKING KEYS</b></p> <p>Place words such as cannot, never and not in sentences which are commonly displayed in a listing format.</p>  <p>Reverse</p>	<p><b>THINKING KEYS</b></p> <p>Make a ridiculous statement that would be virtually impossible to implement, and then attempt to actually substantiate it.</p>  <p>Ridiculous</p>	<p><b>THINKING KEYS</b></p> <p>Start each question with “How many ways can you?”</p>  <p>Variations</p>	<p><b>THINKING KEYS</b></p> <p>You can ask virtually any What If question. They can be either serious or frivolous.</p>  <p>What If?</p>



The 'Habits of Mind' are a set of 16 dispositions and behaviours, identified by Art Costa and Bena Kallick, that help pupils successfully approach problems and challenges they encounter in the classroom and in everyday life. The aim is to ensure that these dispositions are developed so that when pupils are faced with an answer that they do not immediately know, they display these characteristics in order to manage the situation 'intelligently'. Pupils of all ages are encouraged to journey from understanding the specific language surrounding each habit and building a basic literacy to describe their strengths and limitations, all the way to autonomously developing that disposition in every part of their lives. With guidance and support from teachers and peers, pupils begin to understand how different strategies can be employed to better understand their behaviours and improve themselves as learners.

An example of an application of a habit is with reference to 'taking responsible risks'. Children were reluctant to take the opportunity to attempt more difficult learning opportunities, often shying away because they felt they didn't have the knowledge or resources to attempt it. The '**Wobble Monster**' now represents a positive part of the learning journey – feeling outside of your comfort zone is a good thing and a good opportunity to develop the disposition of taking responsible risks.



Habit of Mind	Meaning in our educational context	
Persistence	Stick to it!	Persevering in task through to completion; remaining focused.
Listening with empathy and understanding	Understanding others	Devoting mental energy to another person's thoughts and ideas; holding in abeyance one's own thoughts in order to perceive another's point of view and emotions.
Thinking about your thinking (metacognition)	Know your knowing	Being aware of one's own thoughts, strategies, feelings and actions and their effects on others.
Questioning and problem posing	How do you know	Questioning attitude; knowing what data is needed and developing questioning strategies to produce that data. Finding problems to solve.
Thinking and communicating with clarity and precision	Be clear	Striving for accurate communication both written and orally. Avoiding over generalisations, distortions & deletions.
Creating, imagining and innovating	Try a different way	Generating new and novel ideas, fluency, originality.
Taking responsible risks	Venture out	Being adventuresome, living on the edge of one's competence.
Thinking interdependently	Work together	Being able to work in and learn from others in reciprocal situations.
Managing impulsivity	Take your time	Thinking before acting; remaining calm thoughtful and deliberative.
Thinking flexibly	Look at it another way	Being able to change perspectives, generate alternatives, consider options.
Striving for accuracy and precision	Check it again	A desire for exactness, fidelity and craftsmanship.
Applying past knowledge to new situations	Use what you learn	Accessing prior knowledge, transferring knowledge beyond the situation in which it was learned.
Gather data through all senses	Use your natural pathways	Gathering data through all sensory pathways.
Responding with wonderment and awe	Have fun figuring it out	Finding the world awesome, mysterious and being intrigued by phenomena and beauty.
Finding humour	Laugh a little	Finding the whimsical, incongruous and unexpected. Being able to laugh at oneself.
Remaining open to continuous learning	Learn from experiences	Having humility and pride when admitting we don't know; resisting complacency.



THINKING  
SCHOOLS  
ACADEMY TRUST



Working for  
**Thinking Schools  
Academy Trust**

A growing family of schools, working together to improve the life chances of all our children and young people. The fulfilment, personal development and support for our members of staff is a priority.

# WORKING FOR THE THINKING SCHOOLS ACADEMY TRUST

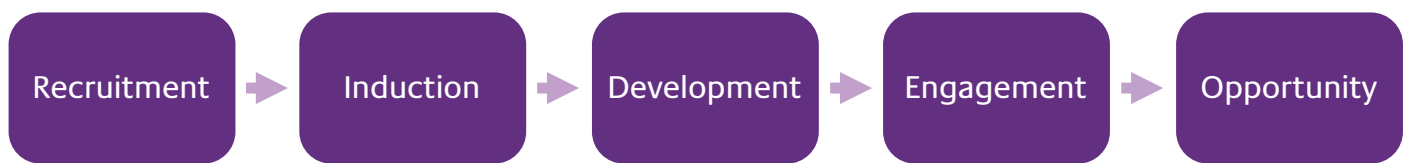
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We would like to warmly welcome you to our growing family of schools that work together to improve the life chances of all our children and young people. You are joining an organisation that makes fulfilment, personal development and support of its staff a priority.

## YOUR JOURNEY

We are passionate about the learning and development of our children and young people and to achieve this we need great members of staff.

We are very excited to welcome you as you begin your journey here at the Trust. The illustration below provides a high level overview of the key stages of your employment journey.



## 1. RECRUITMENT

The fact that you are reading this welcome pack means that we have been successful in attracting you as a new member of staff. We take great pride in attracting fantastic teachers and support staff and ensure we operate a fair and thorough recruitment process.

If you have any feedback on your recruitment process please do let us know by email to [hr@tsatrust.org.uk](mailto:hr@tsatrust.org.uk).

## 2. INDUCTION

The induction process typically spans across your first 6 months of employment. A successful induction is very important to us because it is the foundation of your journey within the Trust. We seek engaged and excited individuals who enjoy coming to work and making a difference to children's lives.

The following activities should take place during your first 6 months:

- An induction specific to your school and role;
- Trust induction videos
- Safeguarding training
- GDPR online training
- On-going monthly 1-1 with your line manager and to identify appropriate training
- 3-month probation review meeting
- 6-month probation review meeting
- Annual Professional Growth conversations, as well as bi-weekly engagement with the Think Ahead app

## 3. DEVELOPMENT

At Thinking Schools Academy Trust we are dedicated in supporting our staff with their professional development and strongly believe that the more investment we put into our staff, the more successful we are as a family of schools. We want to fuel your desire to grow and feel inspired by the work you do every day.

We provide quality CPD for both teaching and support staff roles and encourage a collaborative working environment to ensure expertise and resources are shared across our staff.

## 4. ENGAGEMENT

Developing and retaining great talent is vital to the success of our pupils and our schools. Performance management and ongoing CPD allows us to create a happy and motivated cohort of teachers and support staff and is something we take very seriously. We encourage a collaborative working environment throughout our schools and across the Trust.

We also engage our staff members through the benefits we offer. These include the following:

- Access to a free and confidential Employee Assistance Programme, which offers up to four counselling sessions
- Contractual maternity leave pay (subject to eligibility)
- Contractual sick pay (subject to eligibility)
- 'Refer a Friend' scheme – the opportunity to receive £100 worth of vouchers upon the successful recruitment of a referred friend
- CPD
- Trust-wide events including theatre trips at discounted rates

## 5. OPPORTUNITY

There will come a point where the employee life cycle comes to an end and this could be for a variety of reasons. As a Trust we are continuously reviewing our practices and therefore encourage honest and open feedback in your exit interview. This feedback is reviewed centrally for themes and trends as a means of analysis and improvement.

However, you don't always have to leave the organisation. There may be an opportunity to progress into a new role, or take on a position at one of our other schools on a permanent or temporary basis to share best practice and obtain new knowledge. We are a growing Multi-Academy Trust and want our staff to benefit from the resources that come with this.

There are plenty opportunities within our Trust and a range of career development programmes that you can join to enhance your journey to a range of middle, senior and leadership positions.

# PROFESSIONAL GROWTH

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One of our core principles here at the Trust is to Be Your Best Self – to do this it's important that you have more autonomy over your objectives and an opportunity to deepen your skills in areas you're passionate about. You could compare Professional Growth to a tree - growth can be upwards or outwards for those that want this but can also be about putting roots down to master skills in key elements of your role.

Our approach to Professional Growth is to create a more reflective, supportive, and consistent approach, helping staff to be their best selves, and ultimately help our student/pupils to achieve the best possible outcomes. We believe that the professional development of our staff should be a positive and engaging process – further context can be found [here](#).

Professional Growth is more than meetings and measures, it is a continuous process of:

- Recognising and promoting a culture of professional dialogue and development
- Identifying and acknowledging iterative progress through regular reflection
- Mastering the skills that are core to an individual's success in their role through creating opportunities for learning, experimenting, and practicing.
- Supporting staff to own and lead their professional development and learning
- Interacting and collaborating with colleagues to gain perspectives, support, exchange feedback and learning

## **Professional Growth Process**

The Professional Growth Process for all employees will run for twelve months, with the end of year review being completed by October, and December for the Headteacher/Principal, in reference to the previous academic year. A learning review in July will provide all staff with the opportunity to reflect and review progress against their objectives. Please see the diagram below for an overview of the process.

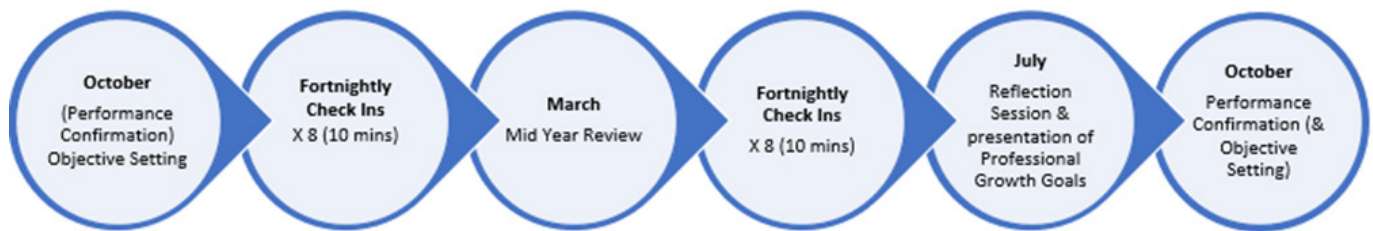
Fortnightly 'Check Ins' will take place using the 'Think Ahead' app accessed via MS Teams. These are short online opportunities for progress to be noted, feedback to be shared and provide a body of supporting information for face to face discussions. Sufficient CPD time will be provided to do this, and these conversations take part via an online platform to reduce the need to meet in real time. The aim of these touch points is to support more regular dialogue about performance, allow smaller shifts in performance to be acknowledged and truly support professional development to be continuous.

Employees who are employed on a fixed-term contract of less than one year will approach their professional development in line with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

The Professional Growth process will link to the pay arrangements for employees. In the case of teaching staff, the end of year review and the annual pay determination will take place by the end of October each year (December for the Headteacher/Principal) and is informed by the Professional Growth process concluding at the end of the previous academic year (31 August).

**Further information regarding Professional Growth can be found on our website - [here](#)**

## Professional Growth Process continued



## Professional Growth Outcomes Matrix

<b>Engagement to improve</b>	<ul style="list-style-type: none"> <li>Engages highly in all check-ins.</li> <li>Engages highly in PG across all 3 objectives with equal weighting.</li> <li>Impact on self, others, Trust is low or focussed on one objective</li> </ul>	<ul style="list-style-type: none"> <li>Engages highly in all check-ins.</li> <li>Engages highly in PG across all 3 objectives with equal weighting.</li> <li>Impact on self, others, Trust higher for some objectives than others</li> </ul>	<ul style="list-style-type: none"> <li>Engages highly in all check-ins.</li> <li>Engages highly in PG across all 3 objectives with equal weighting.</li> <li>High impact in all objectives – self, others and Trust</li> </ul>	<p><b>EXCEPTIONAL</b></p> <ul style="list-style-type: none"> <li>Engages proactively in all check-ins.</li> <li>Engages exceptionally in PG across all 3 objectives and goes beyond expectations</li> <li>Fully autonomous in personal growth agenda.</li> <li>Impact is high and wide reaching.</li> </ul>
	<ul style="list-style-type: none"> <li>Engages in most check-ins.</li> <li>Engages in PG across all 3 objectives, with more emphasis on some than on others.</li> <li>Impact on self, others, Trust is low or focussed on one objective</li> </ul>	<ul style="list-style-type: none"> <li>Engages in most check-ins.</li> <li>Engages in PG across all 3 objectives, with more emphasis on some than on others.</li> <li>Impact on self, others, Trust higher for some objectives than others</li> </ul>	<ul style="list-style-type: none"> <li>Engages in most check-ins.</li> <li>Engages in PG across all 3 objectives, with more emphasis on some than on others.</li> <li>High impact in all objectives - self, others and Trust</li> </ul>	<p><b>Examples of PG engagement:</b></p> <ul style="list-style-type: none"> <li>'Highly' means both number and quality of check ins</li> <li>Check ins relating to progress in objectives</li> <li>Recognition of others</li> <li>Progression through Thinking Mastery questions</li> <li>Use of Thinking Tools</li> <li>Participation in 360</li> </ul>
	<ul style="list-style-type: none"> <li>Engages inconsistently with check-ins/ low engagement with check-ins.</li> <li>Limited engagement in PG across all 3 objectives.</li> <li>Impact on self, others, Trust is low or focussed on one objective</li> </ul>	<ul style="list-style-type: none"> <li>Engages inconsistently with check-ins/ low engagement with check-ins.</li> <li>Limited engagement in PG across all 3 objectives.</li> <li>Impact on self, others, Trust higher for some objectives than others</li> </ul>	<ul style="list-style-type: none"> <li>Engages inconsistently with check-ins/ low engagement with check-ins.</li> <li>Limited engagement in PG across all 3 objectives.</li> <li>High impact on all objectives - self, others and Trust</li> </ul>	
<p><b>Impact of objectives on Self, Others, Trust</b></p>				

May be going through Structured Managerial Support. Those on Capability sit outside this.



# YOUR CAREER PATH

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At the Thinking Schools Academy Trust we believe that the actions we take to transform the lives of our pupils should also be applied to our staff so they too can progress in their chosen careers. Thinking Horizons is our professional development department, dedicated to allowing everyone to lead their own journey to expertise. For any further information on any of our programmes or opportunities please see our website or email the Head of Thinking Horizons Sophie Venables [sophie.venables@tsatrust.org.uk](mailto:sophie.venables@tsatrust.org.uk)

## TRANSFORMING SUPPORT

We work with all support staff to create exciting and ambitious professional development. New starters to the profession can work with our existing departments through work placements and shadowing. We offer support and access to a huge range of training and apprenticeships which are open to all and go from Level 2 up to Degree Level apprenticeships. We have Trust-wide professional groups and networks to develop and enhance your practice and which provide opportunities for leadership. We support new managers and leaders through our internal support leadership programmes as well as access to national qualifications.

## TRANSFORMING TEACHING

One of our core aims is supporting teachers to be expert classroom practitioners. Ensuring the right support and opportunities are in place for teachers to develop and enhance their practice means we have expert staff working in every classroom. We support ITT placements working with a range of HEIs in every Trust region. We have a large number of ECTs, supported by excellent national-level programmes and our trained expert ITT and ECT mentors. We offer many Trust-wide networks to connect practitioners and support training for our TAs and HLTAs through apprenticeships and other courses. We are proud member of the Chartered College and each year sponsor training for many of our teachers to reach Chartered Teacher status. We are involved in academic research and work with the University of Greenwich to offer all staff opportunities to work on their Professionals as Researchers programmes as well as signposting MA/PhD opportunities. We train coaches in every school and encourage our teachers to become facilitators for regional and national training programmes.

## TRANSFORMING LEADERSHIP

We invest a lot in our leaders as we know excellent schools have expert leaders. From early interest in leadership through our Aspirant Leaders programme, we support leaders as they develop at every stage. We run our Trust-wide Think Middle and Think Senior programmes, which develop expertise and experience through input from our own leaders and access to shadowing and project-based learning. From this we have our own Trust-wide leadership recruitment programme, to ensure our expert leaders can stay in a Trust school when they achieve promotion. We support the full range of NPQs and create opportunities for leaders to access them in their own regions. We have a number of leadership networks to support the skills and knowledge across the Trust and also promote lead facilitation on regional and national programmes. We have a Trust Support Directory which ensures all expertise is shared as widely as possible.

# THINKING HORIZONS

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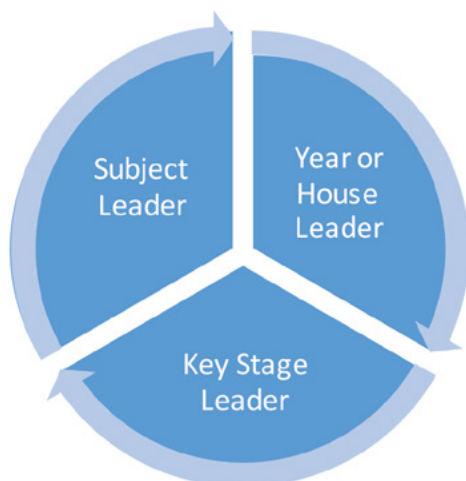
The 'Think Ahead' programme provides an opportunity for staff to develop their careers by graduating ready for promotion in a TSAT school within 12 months of successfully completing the course. During the programme, eligible candidates will be able to choose to join the Trust pool of middle leaders. Any pooled teacher will be offered a suitable middle leadership position in any TSAT school (located within the home school hub/ region) that has availability. These positions could be Subject Leaders, Year or House Leaders or Key Stage Leaders.

The TSAT Think Ahead professional development programme is designed to enable outstanding and good teachers to develop their leadership capabilities through both a Trust programme and the relevant National Professional Qualification [NPQ] in Middle or Senior Leadership. The latter is delivered by The Institute of Education/University College London.

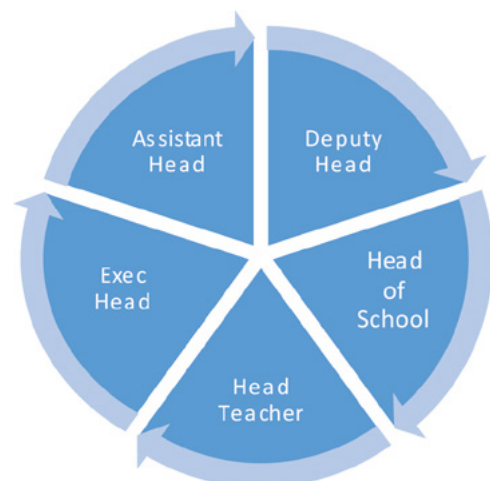
Every September the Think Ahead programme will open up opportunities for teachers from Portsmouth and Kent to apply for Primary and Secondary School Middle and Senior Leadership roles. The expectation is that by the end of the academic year the person will have successfully passed the recruitment process, the relevant NPQ training and a TSAT final assessment ready for promotion.

Should you wish to discuss this please contact a member of the HR team on **0333 360 2050** or [hr@tsatrust.org.uk](mailto:hr@tsatrust.org.uk).

## MIDDLE LEADERSHIP



## SENIOR LEADERSHIP



# SAFEGUARDING INDUCTION INFORMATION

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## INTRODUCTION

The purpose of this safeguarding induction notice is to support you in your new role. It will help you to know what your role and responsibilities are and what to do if you have concerns about a child or adult.

This should be read in conjunction with the Trust Safeguarding Policy and Part 1 of the Keeping Children Safe in Education 2018 as well as the guidance on 'What to do if you are worried that a child is being abused - 2015', until you receive whole school safeguarding training delivered by the Trust's Safeguarding Lead, Mrs Lee Lucas. In addition to this you should also receive weekly safeguarding bulletins to support you to work safely with pupils and students.

If you are not sure what to do or feel anxious when dealing with any safeguarding issues, remember you can speak to your Designated Safeguarding Lead (DSL).

In an emergency situation, if the DSL or deputy DSL are unavailable, you can also contact Mrs Lee Lucas, Trust Safeguarding Lead, by email at [lee.lucas@tsatrust.org.uk](mailto:lee.lucas@tsatrust.org.uk) or **07970 741979**.

Please ensure you are aware of the out of school hours and holiday time support details for your academy. The Trust Safeguarding Lead is contactable at any time.

## WHAT IS SAFEGUARDING AND CHILD PROTECTION?

Note: A child includes anyone who is under the age of 18

Safeguarding and promoting the welfare of children is defined as:

Protecting children from maltreatment; Preventing impairment of children's health or development; Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

**ABUSE:** A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. Abuse can take place in any family, institution or community setting, by telephone, enabled through internet, mobile devices or dependent on the use of the internet.

Safeguarding is **everyone's responsibility**.

All academy staff have a responsibility to provide a safe environment in which children can learn.

All academy staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation through to the teenage years. In the first instance, staff should discuss early help requirements with the DSL.

The Teachers' Standards 2012 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

## RECOGNISING CONCERNS AND SIGNS OF CHILD ABUSE

Safeguarding is not just about protecting children from deliberate harm. It also includes such things as pupil safety, being aware of bullying, racism, harassment and homophobic bullying including where this takes place online, arrangements around health and safety on educational visits, activities, intimate care, children missing education, child sexual exploitation, vulnerability to radicalisation, extremism and other safeguarding issues such as Female Genital Mutilation (FGM) and peer on peer abuse.

### WHAT IF I HAVE CONCERNS ABOUT ANOTHER COLLEAGUE OR TRUSTED ADULT?

When staff have concerns about another adult's behaviour or allegations arise, it is inevitably a distressing and difficult time for all concerned. It is important that you raise any concerns at the earliest opportunity so that incidences can be dealt with quickly and fairly. Pinpoint what practice is concerning you and why; voice your concerns, suspicions or uneasiness as soon as possible; seek support, guidance and advice without delay from your DSL and self-report if you think you got it wrong, or if your behaviour may have been misinterpreted. Concerns about staff should be reported to the Headteacher. If the concern is regarding the Headteacher this should be reported to Lee Miller Deputy CEO. You can find out more about our Whistle Blowing Policy on our Trust website at <https://www.tsatrust.org.uk/policies/>.

### CATEGORIES OF ABUSE

		✓	✗
<b>Neglect</b>	The persistent failure to meet a child's basic physical and or psychological need's likely to result in the serious impairment in the child's health or development.	Stay calm, listen and be supportive. Reassure them they have done the right thing talking to you.	Never promise to keep secrets. Tell them you will need to share.
<b>Sexual</b>	Forcing or enticing a child to take part in sexual activities whether or not the child is aware of what is happening. This includes non-contact activities such as watching sexual activities.	Tell the child what you will do next – sharing information with the DSL to keep them safe.	Do not ask leading questions or jump to conclusions.
<b>Physical</b>	may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating.	Record in writing using the Trust record of concern form.	Don't interrupt the child when they are recalling events.
<b>Emotional</b>	The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.	Share the concern, without delay, with your DSL.	You should use the child's words not your own.

# POLICIES

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All of our policies can be found online at <https://www.tsatrust.org.uk/policies/>.

Various policies are reviewed and updated on an annual basis and you will be expected to familiarise yourself with these policies throughout each academic year.

Prior to or upon joining the Trust you are required to familiarise yourself with the following key policies:

- ✓ Code of Conduct
- ✓ Keeping Children Safe in Education (DfE guidance)
- ✓ Information Security Policy
- ✓ ICT Acceptable Usage Policy
- ✓ School Child Protection and Safeguarding Policy
- ✓ Please familiarise yourself with the schools GDPR practices

Should you require any information or have further questions regarding our policies, please contact your Office Manager/PA directly or contact a member of the HR Team on **0333 360 2050** or by email at [hr@tsatrust.org.uk](mailto:hr@tsatrust.org.uk).

# GDPR AT THINKING SCHOOLS ACADEMY TRUST

Upon joining the Trust you will have completed two consent forms and been invited to complete your online training with regards to the protection of data in accordance with the GDPR.

It is important for you to familiarise yourself with the practices within your school along with our Information Security Policy and ICT Acceptable Usage Policy.

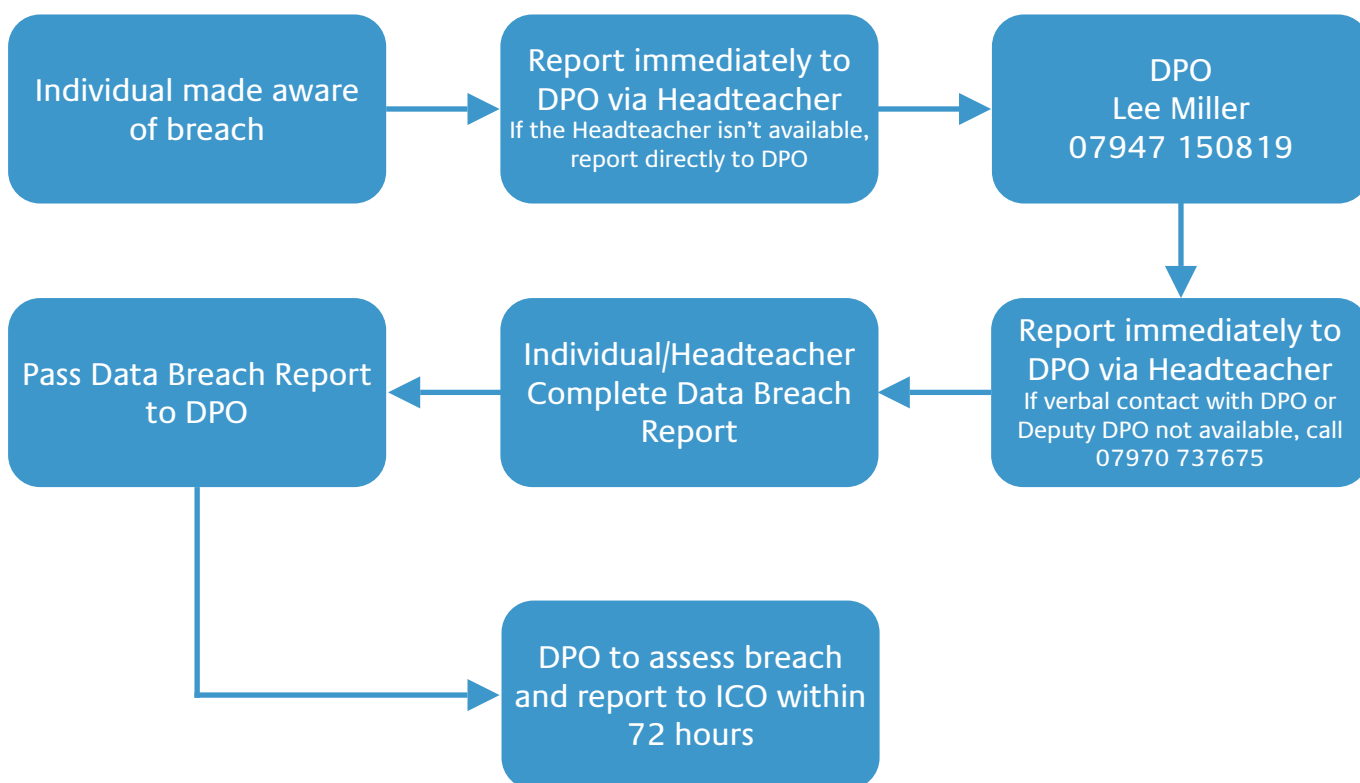
There are many ways in which we can maintain a high level of security and these include processes like using encrypted memory sticks; keeping desks clear of information that may be personal and confidential in nature and not removing data from the school premises without first gaining permission. By maintaining a secure culture, we can protect our pupils and colleagues, our schools and ourselves.

## DATA BREACH

Should there be a data breach, initial reporting must be made verbally.

### **DO NOT REPORT A DATA BREACH VIA EMAIL**

Please refer to the reporting flow map identified below:



For ease of reference, the contacts and their details are listed below:

Data Protection Officer, Lee Miller:	<b>07947 150819</b>
Deputy Data Protection Officer, Kelly Denton:	<b>07970 742024</b>
TSAT Legal Advisors, Browne Jacobson:	<b>01159 766018</b>

# PENSION

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## SUPPORT STAFF - LOCAL GOVERNMENT PENSION SCHEME

You will automatically join the Local Government Pension Scheme (LGPS), unless you choose not to do so. Joining the scheme requires contributions to Kent County Council's pension fund to be deducted from your pay (depending on your school's location).

Please visit the LGPS website relevant to your school to find out more:

[www.hants.gov.uk/hampshire-services/pensions/local-government](http://www.hants.gov.uk/hampshire-services/pensions/local-government)  
[www.kentpensionfund.co.uk](http://www.kentpensionfund.co.uk)

If you wish to opt out of joining the LGPS, you will need to complete the relevant form in the Membership Option Booklet, found on the Kent Pension Fund website. If you have any questions please contact a member of the HR Team on **0333 360 2050** or by email at [hr@tsatrust.org.uk](mailto:hr@tsatrust.org.uk).

Further information on transferring previous pensions from other providers can also be found at the link above under the 'Forms' tab.

## TEACHERS' PENSION SCHEME

You will automatically join the Teachers' Pension Scheme upon appointment. If you do not wish to be a member of the Teachers' Pension Scheme you may opt out using the relevant form, which is available on the Teachers' Pension website at [www.teacherspensions.co.uk](http://www.teacherspensions.co.uk).

**All forms should be returned to Pensions Services as a matter of urgency. Failure to do so could affect your right to a return of your pension contributions and also your option to transfer any previous pension rights.**

# DRESS CODE

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All Thinking Schools Academy Trust team members are expected to wear the required uniform provided by the Trust or professional business attire which is in neat and clean condition. Attire must not be provocative or able to be construed as such.

Clothing must present a professional public image and promote dignity and professionalism. All employees are expected to act as role models for our students and colleagues.

This document is designed to provide guidance but cannot cover all situations. Failure to uphold and/or adhere to appropriate standards of dress may result in formal action being taken. Please seek clarification as required from your line manager or the HR team should you be unsure with regards to the dress code policy.

## Dress code

1. Clothing must be of professional business dress
2. Shirt, tie, trousers, suit jacket and smart shoes are appropriate
3. Shirts, blouses, smart knitwear and other smart tops may be worn
4. Any cropped trousers must be formal and tailored
5. No extreme hair styles are acceptable (for example, shaved designs and bright coloured dyes)
6. Jewellery should be discreet with visible piercings restricted to ears. Single discreet nose studs may be worn.
7. Flip flops or Roman sandals may not be worn

**As an indication, the following is a list of unacceptable dress:**

- Torn clothing
- Unclean or un-ironed clothing
- Clothing with inappropriate writing, logos or visible designs
- Jeans, thin/casual leggings or combat trousers (note: thick/smart leggings with suitable long top is permissible, combat trousers permissible where part of a issued uniform)
- Shorts
- Flip flops
- Bare shoulders
- Hats and caps are not permitted to be worn (unless for health and safety purposes, such as working outside in the sun)



## The Wearing of Uniform

Where uniforms are required in our Thinking Solutions teams, such as Thinking Facilities and Thinking Technology uniforms will be provided by the Trust and should be worn at all times.

Staff should note that it may be a criminal offence not to wear safety dress in certain situations (For example, steel toe cap boots, hard hat when on a site under construction). Failure to wear the correct safety dress can amount to gross misconduct, which could lead to dismissal.

## Thinking Facilities and Thinking Technology

Staff working within these services are subject to the separate Operations Uniform Policy, and are required to comply with the policy at all times.

## Name Badges & lanyards

All staff when working shall wear a name badge attached to their lanyard, worn in such a way to prevent it being obscured from students and visitors view.

Any staff wearing uniform, name badges and lanyards should be mindful of their behaviour when travelling to and from work, and when leaving the site during the working day (E.g. when having a break). Staff are representing the school and Trust and must therefore behave in a way to ensure the reputation is upheld at all times.

## Attire related to religious beliefs

The trust recognises the importance of individually held religious beliefs to our employee's and will reasonably accommodate an employee's religious beliefs in terms of workplace attire. Should you have any specific questions, please speak with a member of the HR team.

## Footwear

Footwear must be appropriate to ensure a safe environment for staff, students, and visitors. No trainers should be worn. Shoes should have a back strap as a minimum and be of smart appearance. Heels should be moderate height avoiding the risk of trips/falls.

## Hair/Nails

Hair should portray a professional image. Nails should be clean and of reasonable length.

## Tattoos

Offensive tattoos should be covered up. Offence tattoos may include but are not limited to images or words depicting violence, beliefs that contradict fundamental British values and offensive language such as swear words.

## Half terms and summer holidays

During the half terms and summer holidays, employees can wear casual attire, for example, jeans, trainers, t-shirts and jumpers, (please note full sportswear is not acceptable during school closure periods). However, should an employee have a professional meeting, or a school visit, normal business attire should be worn.

## Working from home

Where staff are working from home and attending professional or formal meetings online with customers the above dress code policy should apply.

# BENEFITS

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## EMPLOYEE ASSISTANCE PROGRAMME

The Trust buys into a service which provides free and confidential access to information, advice and support to help you manage all of life's events, 24/7 365 days a year. You can access this service by contacting **0845 862 2113** or **0800 862 0142**. You can also email our EAP service at [hello@smartclinicuk.com](mailto:hello@smartclinicuk.com).

This is a confidential service run externally from the Trust by Smart Clinic. The service includes up to 6 free counselling sessions as part of the agreed benefits. Online resources are available to you which can be accessed at [www.client.smartclinicuk.com](http://www.client.smartclinicuk.com) You can create an account by using your work email address and a password of your choice.

Should you wish to find out more about the benefits that are available to you, please contact your Office Manager / PA directly, or a member of the HR team on **0333 360 2050** or email [hr@tsatrust.org.uk](mailto:hr@tsatrust.org.uk).

# PROFESSIONAL ASSOCIATIONS

The Trust has a great relationship with our professional associations (trade unions) and this relationship helps to protect and advance the interest of our staff.

We encourage all staff to become members or union representatives within their school should they wish to.

Policies are reviewed regularly (pay policy annually) in consultation with staff via the Joint Consultative and Negotiation Committee (JCNC). The meetings take place three times a year to discuss and negotiate:

- Negotiate pay and conditions for all staff
- Policies
- Pay structures
- Monitoring and implementation of changes
- Joint approach to ensure the Trust is an employer of choice
- Resolve any Trust-wide issues

Local school meetings also take place to discuss and resolve school related issues and feedback any Trust-wide ideas or concerns to the JCNC. Again these should happen three times a year, ideally just before the JCNC so the minutes and content can be discussed at the JCNC.

The professional relationships between the Trust and professional associations has many benefits:

Benefits to members	Benefits to the Trust
Financial and legal advice	Knowing staff are well supported
Support at meetings	Another avenue for staff to be heard
Training and resources	Obtain a greater understanding of staff opinions

## THE PROFESSIONAL ASSOCIATIONS WE WORK WITH:



# THINKING YOU

## WELLBEING

The Trust is committed to supporting the physical and psychological health of all staff. It is important that we look after ourselves as well as each other in the workplace.

We want to encourage all members of the Trust community to actively address wellbeing at work and maintain positive mental health.

This academic year, one of the Trust priorities is to ensure that a culture of staff wellbeing is at the heart of our people strategy. This is reflected in a number of ways.

1. We have a Trust Mental Health and Wellbeing strategy group, who oversee and review the policies and procedures surrounding mental health and wellbeing at a trust level. This group is a combination of staff across the organisation.
2. We are developing the role of wellbeing ambassadors within our schools and central teams, to ensure all staff have someone to reach out to locally
3. We are working towards obtaining Mental Health first aiders across the organisation
4. The Trust carried out a Wellbeing Survey in June 2023 and the results and associated actions will be taken forward into this academic year. Please keep an eye out for communications around this.
5. The Trust and every school have signed up to the DfE Wellbeing Charter and as a result has created an action plan to ensure wellbeing remains an agenda item and is regularly referred to. The Wellbeing Priorities reflected in all action plans are as follows:

	Prioritise staff mental health
	Give staff the support they need to take responsibility for their own & others wellbeing
	Give managers access to the tools & resources they need to support the wellbeing of those they line manage
	Establish a clear communications policy
	Give staff a voice in decision making
	Drive down unnecessary workload
	Champion & enable flexible working
	Create a good behaviour culture
	Support staff to progress in their careers
	Include a sub-strategy for protecting leader wellbeing and mental health
	Hold ourselves accountable, including by measuring staff wellbeing

## Your Employee Assistance Package

**The Thinking Schools Academy Trust has invested in you by subscribing to an occupational health and wellbeing package, which provides you with access to the services listed below.**

<p><b>Your employee assistance package:</b></p> <p><b>24-hour employee assistance line</b></p> <p>Access to 24-hour support from a trained counsellor, legal or financial specialist.</p> <p>Just call 0845 862 2113 and quote Smart Clinic or login to your client area.</p> <p><b>App and online client areas</b></p> <p>Smart Clinic services available in your pocket, whenever you want us.</p> <p>To get started, login to your client area and download the Smart Clinic app.</p> <p><b>Online mental health</b></p> <p>Online CBT and self-help courses available via your client area whenever you need them.</p>	<p><b>Self-support and guidance</b></p> <p>A wealth of support, guidance and self-directed training programmes, supporting you with issues including anxiety, sleep issues, weight loss and stress.</p> <p><b>Mental health Therapies</b></p> <p>Structured counselling, CBT, online CBT, anxiety management or stress coaching from the Smart Clinic team.</p> <p>All staff are entitled to 6 sessions</p> <p><b>CPD Accredited courses</b></p> <p>...including stress management, assertiveness and time management courses.</p>
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**To access the services Login to your client area using your email address. You can do this either by visiting the website and selecting 'client area' or by using the following link: [www.client.smartclinic.com](http://www.client.smartclinic.com)**

**hello@smartclinic.com**  
**0800 862 0142**



We also continue to utilise our Thinking You wellbeing scheme which provides support, ideas, and information to improve wellbeing, with some healthy competition and fun thrown in for good measure. We also have resources on our Thinking You webpages which can be found here:

<https://www.tsatrust.org.uk/staff-hub/thinking-you/>

### ● BE ACTIVE

Go for a walk or run; step outside; cycle or play a game; Do some gardening; dance to your favourite tunes. Exercising makes you feel good and most importantly, discover a physical activity you enjoy; one that suits your level of mobility and fitness.

### ● KEEP LEARNING

Try something new; rediscover an old interest; sign up for that course; take on a different responsibility at work; fix a bike; learn to play an instrument or how to cook your favourite food. Set a challenge you will enjoy achieving. Learning new things will make you more confident, as well as being fun to do.

### ● GIVE

Do something nice for a friend, or a stranger; thank someone; Smile; volunteer your time or join a community group; look out as well as in. Seeing yourself, and your happiness, linked to the wider community can be incredibly rewarding and will create connections with the people around you.

## ● CONNECT

With the people around you; with family, friends, colleagues and neighbours; at home, work, school or in your local community. Think of these as the cornerstones of your life and invest time in developing them. Building these connections with support and enrich you every day.

## ● TAKE NOTICE

Be curious; catch sight of the beautiful; remark on the unusual; notice the changing seasons; savour the moment, whether you are on a train, eating lunch or talking to friends. Be aware of the world around you and what you are feeling. Reflecting on your experiences will help you appreciate what matters to you.

## ● CARE FOR THE PLANET

Look after your community and the world; make small changes to your life that will reduce your energy use; recycle more; leave the car at home; use low energy light bulbs. Small steps to a greener life can make a difference.

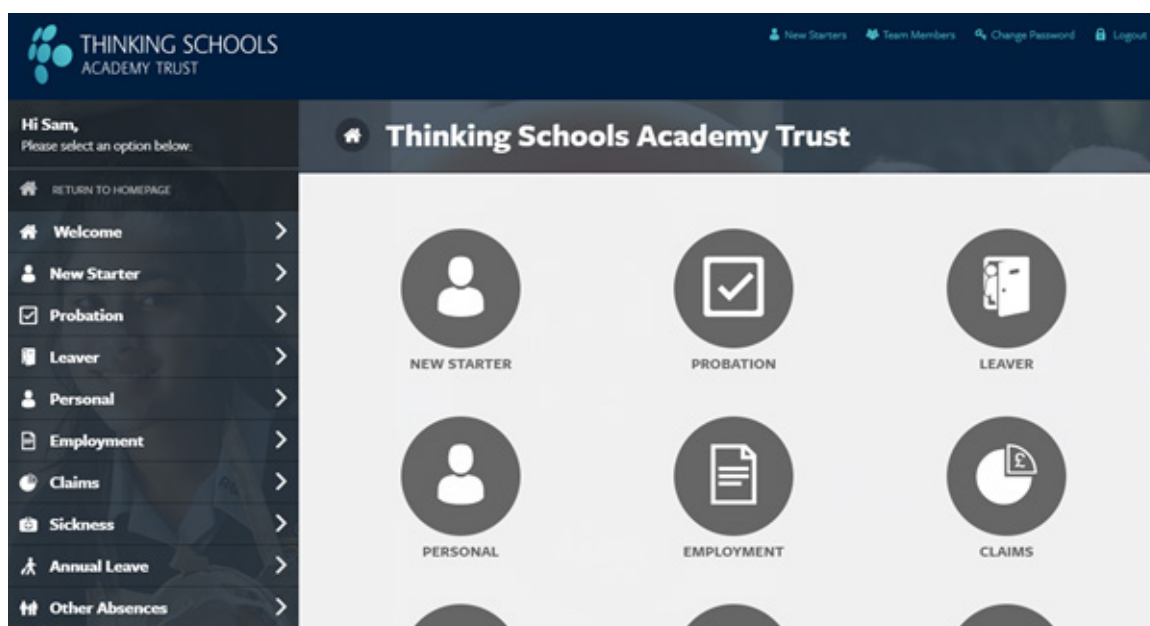
# ACCESSING PAYSLEIPS AND HR “SELF-SERVICE” PORTAL

Upon joining the Trust, you will be sent login details to access your HR self-service portal. This system will allow you to access your employment details and address all of your employee lifecycle needs in one place.

You will regularly use this system to:

- View/print payslips and P60s
- Request annual leave
- Update personal details (e.g. address)
- Update bank details
- View key contact details (e.g. pension scheme providers)
- Access key HR policies and documents

The link to the website is <https://tsatrust.selfservice.global/>. The system can be accessed from your own personal device, as well as devices on Academy networks.



When you log in for the first time, you will need to change your password using the link at the top right of the home page.

If you have any queries on the HR Portal, please contact the HR team at [hr@tsatrust.org.uk](mailto:hr@tsatrust.org.uk) or 03333 602050.

# RESIGNATION DATES

The resignation dates and notice periods for teachers in schools within England and Wales are set out in the terms and conditions for teachers, commonly known as the 'Burgundy Book'.

The Burgundy Book refers to three notional terms:

Spring term	1 January to 30 April
Summer term	1 May to 31 August
Autumn term	1 September to 31 December

## HEADTEACHERS

For headteachers to leave their post at the end of either the autumn or spring term they must give a minimum of 3 months' notice. If a headteacher resigns at the end of the summer term a minimum of 4 months' notice must be given.

Term	Date by which notice must be submitted	Leaving date
Autumn	30 September	31 December
Spring	31 January	30 April*
Summer	30 April	31 August

## ALL OTHER TEACHING STAFF

In the autumn and spring terms, the minimum notice required is 2 months'. For resignation to take effect at the end of the summer term, a minimum of 3 months' notice is required.

Term	Date by which notice must be submitted	Leaving date
Autumn	30 October	31 December
Spring	28/29 February	30 April*
Summer	31 May	31 August

*\*Please note, irrespective of when Easter falls, the leaving date for the spring term will always be 30 April. If however, they are moving to a new school, or another educational establishment, the leaving date will be the date before they take up employment at their new school or educational establishment where this falls before 1 May.*





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